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ABSTRACT

This document is designed to assist schools and communities in: (1) exploring the subject of sex education; (2) developing an awareness of the student as a frame of reference for analyzing sex education and constructing appropriate educational programs; (3) developing an awareness of behavior and educational principles as a logical basis for analyzing sex education and developing appropriate educational programs; (4) developing learner based programs in human growth and maturation; (5) identifying the various responsibilities which the home, school and church have toward individual youngsters and groups of children with respect to human growth and maturation; (6) suggesting guidelines for program design, development and implementation based upon the needs of children, youth and adults; and, (7) offering suggestions for analyzing and evaluating the progress of a community in responding to the needs of its young people. The contents are organized in six units: (1) "The Subject is Sex--Or Is It?"; (2) "Learners and Their Processes of Growth and Maturation as a Basis for Designing Programs for Sex Education"; (3) "The Behavioral Aspects of Education as a Basis for Placing Sex Education in Perspective"; (4) "The Learning Environment of the student: A Guideline for Determining Who Should Act As the Teacher"; (5) "Designing a Curriculum Which Places Sex Education into Perspective Using the Learner as a Frame of Reference; and, (6) "Program Development, Implementation, and Evaluation." (Author/JM)

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Sex Education in Perspective

Guidelines for Program Development and Implementation

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The material for this publication
Sex Education in Perspective
was developed by:

Steven R. Homel, M.D.
Health Education Consultant
222 W. Rittenhouse Square
Philadelphia, Pa. 19103

The information was compiled and edited by:
Division of Health, Physical Education
and Conservation
Pennsylvania Department of Education

Commonwealth of Pennsylvania
Milton J. Shapp, *Governor*

Department of Education
John C. Pittenger, *Secretary*

Office of Basic Education
Donald M. Carroll Jr., *Commissioner*
Harry K. Gerlach, *Deputy Commissioner*

Bureau of Curriculum Services
Michael E. Flanagan, *Acting Director*

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

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Preface

It would be well within the traditional and accepted approach to preparing guidelines to simply prepare an overview of steps to be taken in program design, development, implementation and evaluation. However, such an approach was felt inadequate to effectively assist schools and communities in their study of sex education program development and implementation.

To present the background of information consistently requested by community leaders and to allow them to rationally study and interpret sex education in terms of the learner, several writing styles have been employed in the preparation of the following material.

Numerous dialogues with children have been quoted in substance or paraphrased.

Information which would allow the reader to interpret the significance of the guidelines is presented along with the guidelines, and therefore, the reader is requested to study the material completely before focusing upon any particular unit of the manual.

In some instances the material is presented as though youngsters were speaking directly with the reader in order to generate the same reaction which the reader would have had, had he actually been confronted with the children in the situation described.

The reader is consistently challenged to contrast the needs of children to learn with the readiness of adults to teach; to this end many questions are raised in one section which are subsequently answered in the following sections.

Some open ended commentary is presented and some rhetorical questions are raised.

There are no simple answers for questions about sex educational needs which have gone unmet for generations and a little catching up with yesterday is required before the offspring of yesterday can logically and confidently plan for tomorrow.

Even though this manual is prepared for educators, it should be obvious that the basic content addresses itself to many adults (parents, community leaders, educators, clergy, health professionals, social workers, guidance personnel and others) regardless of discipline or situation in which they usually work.

The focus of an adult upon a particular aspect of a child's growth, learning, behavior, skill, activity, or future occupation may well serve the adult's interest and need. However, an approach to the child based upon the Total Person Concept best serves the child's needs. It is not logical to presume that a child's education, health care or other service can be approached by dissecting the child into small pieces and shipping the pieces to an infinite number of locations to receive this service and to then expect the child to have an integrated concept of himself as a person.

Youngsters, like adults, need to see themselves as complete individuals and these guidelines have been prepared with this need in mind. It is hoped that the enclosed material will serve your needs to assist your community in exploring and analyzing the subject of sex education.

Introduction

Man has many characteristics, related attitudes and associated behaviors. Among these characteristics, attitudes and behaviors are those which collectively have been referred to as 'sexual'.

There seems to be a little question that today's youth are being confronted with sexual attitudes and behavior through every medium of their environment from the street corner to the television set in their homes; that misconceptions, myths and bizarre fantasies are being created or perpetuated by those who would sensationalize sexual behavior to satisfy their own peculiar needs; that sexual characteristics and behaviors are being exploited and misrepresented by almost every commercial enterprise addressing itself to the general public and through every medium used for public communication; and that a very negative form of sex education has been and still is being taught through the example of community concern and behavior. Still there is great concern over the most responsible approach to constructive sex education and the degrees of responsibility for implementing such education which belongs to the home and the community's institutions such as the church and the school.

Sex education is currently being exploited by communities facing the challenge to respond to the educational needs of their children, youth and adult populations. Sexual behavior is being studied by educators, clergy, health professionals and other responsible adults and, in addition, programs entitled sex education, sexuality education, sex and family life education, family life education or other similar names are making their appearance in the various educational settings in which children and adults currently find themselves.

While this is good, it is also well to caution ourselves that very few educational areas require the objectivity in study and programming that are demanded of the leadership responsible for the area of sex education. A keen interest in and desire to constructively relate to young people, an abundance of good intentions and an emotional bias in favor of sex education may be sufficient qualities for a look at sex education by responsible community leaders; but they are insufficient criteria for sound and appropriate program development and implementation if the needs of students are to be the logical basis for education about man and his behaviors.

The information which follows is designed to assist schools and communities in:

- Exploring the subject of sex education.
- Developing an awareness of the student as a frame of reference for analyzing sex education and constructing appropriate educational programs.
- Developing an awareness of behavior and educational principles as a logical basis for analyzing sex education and developing appropriate educational programs.
- Developing learner based programs in human growth and maturation.
- Identifying the various responsibilities which the home, school and church have toward individual youngsters and groups of children with respect to human growth and maturation.
- Suggesting guidelines for program design, development and implementation based upon the needs of children, youth and adults.
- Offering suggestions for analyzing and evaluating the progress of a community in responding to the needs of its young people.

Unit I

The Subject Is Sex— Or Is It?

Unit I

The Subject Is Sex— Or Is It?

A Look At Reasons for Concern

It takes but a few moments scanning the lay and professional literature to become aware of the national dialogue and indeed debate centered about sex education. Armed with good intentions, emotional reactions to current adult behavior, reactions to personal childhoods, sensational reports and insinuation, statistics, misrepresentation of current practices, parental rights, community obligation, mandates and position papers or directives, adults across the country are either polarizing themselves on either side of the intellectual debate or are becoming lost in the crossfire of confusion. In almost all instances the interest and concern is sincere and the intentions are good.

It does seem, however, that one may lose sight of the forest because of the trees. For while the adults debate the theoretical outcomes of planned sex education, there is actually taking place a multidisciplinary, K-12, integrated form of sex education. It is not what educators are currently exploring but rather the kind of education which has been going on for generations. It is based upon myth and misconception, centered about incomplete and/or false concepts of adulthood, taught on the street corner, in the movie house or fold out magazines and through adult example. By example the "kid" wanting to look big, the teller of the jokes, the writer of pornography, the creator of commercials, the news media, parents who blush, teachers who avoid, administrators who will not allow, some who mandate and others who prohibit all serve as teachers of current attitudes regarding sex.

One must ask, "who is kidding whom?", because it seems that the adult dialogue is tangential to the problem at hand. In any event the patterns of adult concern are rather stereotyped and can be summarized as follows:

Statistical Concerns

It is usual to find among the initial reasons offered in support of sex education the latest statistical reports of venereal disease, illegitimate pregnancy, teenage marriage and separation or divorce. These statistics are thought to be a valid indication that sex education is needed, and given such education, that the various problems will disappear. While it would be logical to expect sound education to have an effect upon these problems, a drop in the rates of the problems or lack of same would not prove the effectiveness of sex education. In fact, one could even observe a transient increase in reported rates of venereal disease and pregnancy because more people go to medical centers instead of trying home remedies, illegal abortions or other ways to solve their problems. One might get the false impression that an adverse change in behavior had occurred when only an increase in reporting was taking place.

There is obviously no question that the medical and sociologic problems reflected by the statistics are serious. Suppose, however, there were not 400,000 cases of venereal disease or 200,000 out-of-wedlock pregnancies among teenagers. Would there then be no need for sex education?

Morality

It does not take long for adults to raise serious concern over the problem of new morality and the apparent change in values among today's youth. The availability of the pill is expected by a few to increase promiscuity and by others to have no effect upon behavior at all. The concepts of free love, experimental marriages, premarital sexual relationships and related concerns are reasons which may support the need for sex education. Of course there are a few groups which like to argue that sex education is responsible for a breakdown in morality because of a focus on cold facts without the perspective of values.

Behavior

Parents are interested in sex education as it may relate to dating behavior, parties, staying up late, going steady, code of dress and standards for group conduct.

Schools are often concerned because of the problem of teenage pregnancy which result in students dropping out of school. It is always interesting to wonder what the parents think their children know about sex while some girls are becoming pregnant at age 12 or 14 or 17, while 4th graders are writing on elementary school walls, others are telling jokes, and still others are looking at daddy's "personal" magazines or listening to folks discussing childbirth.

Education and the Facts

For a long time educators have felt that youngsters should know about growth and development and personal hygiene. It is surprising, in view of the fact that a large percentage of girls mature to the point of having menstrual cycles by age 12, that in many communities menstrual education comes as many as 3-5 years later in high school, if it comes at all. It is equally surprising that boys of similar age are not educated in the physical and emotional changes of pubescence. There are those who would advocate family planning while some regard this as beyond the right or privilege of educational institutions. Some think that the high rates of pregnancy dictate that contraception information be presented; others consider this beyond the right, privilege or knowledge of the educator.

Language

Many are concerned that youngsters obtain proper terminology for use in communicating ideas and concerns about the human reproductive system and are trying to remove the four letter word from children's vocabulary.

Myths

A number of adults seem dedicated to dispelling myths and superstitions about pregnancy, birth, menstruation and nocturnal emissions or masturbation.

A few are trying to put the stork out to pasture once and for all.

Many are concerned with the fantasies associated with sex and the market they create for pornography.

Many adults pass along attitudes toward sexual development which are both confusing and degrading; a youngster wanted to know, during a discussion, why so many ladies are always falling-off-the-roof (menstruation) and yet nobody breaks a leg.

Parents Need Help

One of the more frequent comments made in favor of sex education is related to the fact that most parents have not felt comfortable in factually discussing sexual behavior with their children and apparently try to avoid doing so. Of course those who feel that the parents have not been teaching their children overlook the fact that the major teaching done by the parent is through example. Parents show the children what an adult is, what a mother or father is, what a husband or wife is and what a man or woman is. Even if the parents cannot explain themselves, the children can still learn sound and constructive principles. Unfortunately, everyone teaches by example and so the general behavior of those outside of the home may contradict the teachings in the home. In all fairness, some of the teaching in the home does turn out to be quite negative. It is surprising how many parents use outright fear of childbirth or teach that sex is dirty to prevent sexual behavior in their children. The effect that such teaching has upon youngsters is obvious and may show up in difficulties during marriage and other situations which reflect incapacitated attitudes.

Some seek to have the school replace the parents' responsibility in this area; others recognize that parents are primarily responsible for helping children understand themselves and that the schools serve the home as a resource. It might be noted that schools help parents educate their

children, parents do not babysit with the teachers' students.

The Questions Children Ask

One of the common justifications for sex education is the list of questions which children of all ages are known to ask. In spite of the fact that many parents firmly believe, or desire to believe as the case may be, that their child has no awareness of sex or shows no interest, the following are some of the ideas which have been extracted from the many questions that children of all educational levels have expressed. It should be noted that the formal question is only one way in which children make their curiosities and concerns known to those around them.

Preschool and Kindergarten

Preschoolers and kindergartners are constantly discussing: baby brothers, sisters, the baby in mommy's tummy, mommy feeding baby with a bottle or all by herself, the cat which just had a litter of kittens, the dog who met another dog and started to grow babies, where babies come from, how they get into the mother, why mommy has to go to the hospital to get the baby, how old one has to be to have a baby, becoming a mother or a father when they are fully grown, how a mother knows she is having a boy or a girl, why daddies don't have babies, why babies don't have hair, teeth and eyelashes, how the baby gets fed inside the mother and scores of other related matters.

The youngsters do this through direct questioning or through comments to each other. Most parents are rather surprised, some are startled, when they listen to the dialogue between or among children playing "mommy and daddy." Almost every parent is confronted with the preschool or early school child who brings home from school choice expressions or comments about what was said by some big boy or girl.

Elementary

The youngsters of the elementary grades are aware, to varying degrees, of almost every category of sexual information that adults are aware of, although with adults the language and reaction to such information is purely on an academic level of scientific interest. Children who demonstrate embarrassment at this age do so because in some cases they were taught to feel this way by the reaction or behavior of some adult. Embarrassment because of sex, however, is really illogical when one understands the growth and maturation of children. Many of the concepts we have about sexual attitudes of children are not functions of the need of children, but rather artifacts created by the anxieties of adults. Latency falls into the latter category. Older children do ask relatively fewer questions about sex, simply because their larger world offers so many other items of interest.

A 12th grade student made a comment about 6th graders saying: "These kids asked the same questions our class did only they were not embarrassed!"

While it is not necessary to ask youngsters to turn in to the teacher anonymous questions written on cards about their concerns, this is one method which will allow the youngsters to ask their questions. The following types of questions may be submitted.

- How would you be able to get 5 children—3 boys and 2 girls, if you need a sperm cell from the father? Could you get 2 or 3 from the father?
- How come my friend has one green eye and one blue eye?
- When twins are born does one or two sperm cells go into the mother?
- How does the baby die before it is born?
- How does the sperm cell get from the father to the mother?

It should be pointed out that the questions listed are those which the children come to school prepared to raise. They are not a function of a program but rather, in the minds of many, the reasons for which programs should exist.

Among the myriad of subjects of which the children are aware and about which they question or discuss are also: morbidity of twins, genes, sex determination at birth, anticipating sex of child before birth, process of insemination, fertilization, twinning and other types of multiple births, relationship of marriage to pregnancy, reasons why health services are required for delivery, changes taking place in the baby after birth, infant feeding, prematurity, incubation, the pill, heredity, genetics, Rh blood factor, thalidomide, German measles and others.

Quite a list for latent 10-11 year-olds. If the teacher receiving such questions responds to the child with a comment such as: "That is an interesting question, where have we heard about this before . . . etc.", the youngsters will then indicate the source of exposure to the information. "Oh, I heard it on TV." "I read about it." "I heard mom-

my talking with her friend." "We just had a baby." "It was on the news." "The kids were talking about it." "My big sister told me." "I saw the word on a wall down the street" and so on.

Junior High School

While the motivation for questioning shifts from objective curiosity to subjective concern about self and maturity, the questions asked by junior high age children are nevertheless the same. The older youngsters are more concerned with the things which could go wrong during their maturation, the abnormalties, the myths, the rumors and the concepts of maturity, such as:

Does it make a difference when you are reproducing how large the reproductive organs are?
Do you have to go steady, have sex, etc. to be popular?
Why do some people change so late?

Literally hundreds of questions are raised about health, hygiene, personal care and grooming, dating, going steady, personal conduct on dates (how far to go and the like), dress styles, parental understanding and authority, popularity and the problems confronting the early adolescent.

Many adults are concerned that the questions represent shallow understanding of self and others, are centered about physical concepts of maturity and behavior and deal with physical changes and related problems. There are a number of reasons for this. First, the area of physical change is new for the youngsters and second their general environment, in spite of its preachings, does not pay much attention to people for who they are but focuses more on physical characteristics and sensational behavior.

Senior High School

The senior high school students, having gotten beyond much of their personal physical development, focus more on the immediacy of conduct, standards and preparation for adult behavior. As a part of the learning process the normal adolescent challenges and questions his environment. Many adults become frustrated and anxious when the older adolescent questions marriage, premarital sex out-of-wedlock pregnancy, contraception and dozens of other values taken for granted by adults (who may have privately questioned the same things when they were youngsters themselves). It goes without saying, or at least it should, that an individual who knows why the things he believes are valid is not as easily misled by rumors or pressured by the immaturity of his peers. Questioning may sound like rebellion because of the insensitivity of young people and their sense of urgency in trying to learn faster than they can digest new understanding. But this is a stage of development, which if properly handled can lead to responsible, respectful and value laden behavior as adults.

One could write a book about the questions children ask, and in fact many have. It is most important, however, to know what their real questions are and how to build people and not just biology into the answers, how not to go further than the children are ready to go in developing an answer and how to answer questions in such a manner as to reinforce the general teachings of the home. While it takes some sensitivity and training to be able to accomplish this, it really is not difficult or beyond the abilities of most people who work with children. Many adults may not desire to acknowledge the presence of children's concerns, or they may not be prepared to formally answer their questions. This does not, however, mean that children have no questions and will not seek answers.

Current Practices

Throughout the nation various types of programs entitled sex education are currently on the drawing boards or in various stages of implementation. When one scans these programs, examining grade levels in which the programs are instituted and/or the content and learning experiences offered to the youngsters, it is often difficult to identify a logical pattern or learner oriented rationale for what is being presented.

There is no question that curriculum offices have what seem to be logical reasons for the programs which they are developing; and the preceding concerns represent the major categories of problems with which it is hoped the educational programs will deal.

However, more often than not, the programs are centered primarily about biologic information. A few are attempting to incorporate information about attitudes and values; but there still remain a large number of programs which essentially tell boys and girls not to fool around for the traditional two reasons: pregnancy and venereal disease. Of course the adults responsible for such programs are stunned, shocked, taken aback and left without response when the students ask: "If the only reasons for not fooling around are pregnancy and venereal disease, is it OK now that the pill and penicillin are available?"

It is not that these youngsters are trying to be cute or rebellious, for only a few percent of any generation of adolescents fall into this behavioral trend. The majority of today's youth, confronted with exploitation, sensationalism, double standard, and reporting ad-infinitum about these among them who are acting out, simply are asking for more than superficial stop-gap answers to deep and probing questions about man.

Over the years health education, and that segment dealing with behavior, has emphasized physical development, maturation and the interaction of the physical dimension of man with his physical environment. One could criticize such an evolution in the health education field, but it should be remembered that so much of the information about man's behavior, particularly sexual behavior, is derived from the time when myth, superstition, fear and ignorance served as the research laboratory, that it was almost inevitable that man should eventually find it difficult to deal with the area of behavior and the development of attitudes. It is obvious that previous generations of young people experienced the same curiosities about themselves, their development and maturation and the matter of responsible interpersonal relationships. However, today more of the concern is openly expressed. Unfortunately, current topics for discussion: premarital sex, the pill, abortion, free love and the like are so likely to sell copy or capture TV and movie viewers that the topics are being exploited to the end that young people think the talk represents actual practice. It does not, but it will, it trends continue in overplaying a subject that adults have finally learned to discuss in the open.

Some individuals who as youngsters were taught quite bluntly that sex is dirty, a taboo or something nice people do not talk about (probably because of their parents' attempt to cover up the fact that they did not understand enough about sex for responsible discussion) are almost emotionally incapacited when it comes to responding to their children's questions or to participating in community dialogue on education.

An overview of man as an entity has been left out of education in general for so long that he has become disassociated from some of his characteristics, resulting in some of these attaining more value than man himself, for example: sex education, integration, schools and religion, long hair and unique patterns of dress. While today's young people sense that man as an entity is lost in the shadows of living, they find also in their immaturity that answers to such complex reasoning are not easily attained. However, today's youth are asking, and very logically so: Why can't you look at me rather than a pattern of dress, style of hair, color, sex and/or any such material configuration which may be unique to my personal choice.

Programs oriented toward anatomy, physiology, personal hygiene and a few statements of social rules are an outgrowth of adult concerns, but do they address themselves to the educational needs of youth? Programs are offered in some communities in the twelfth grade, at the 4th, 6th, and 8th grade levels, a few weeks a year and in others within the structure of a semester. In nearly every situation they are so placed to satisfy curriculum expedients, teaching directives where they have been imposed, or educational mandates. But do they relate to the growth and maturation of the children involved?

If sexual intercourse and fertilization were the cause of pregnancy, a course in anatomy, physiology and prenatal development would suffice for an understanding of reproduction. But they are not the cause of pregnancy!

If, for that matter, cigarette smoke and related tars and nicotine were the cause of the lung cancer, heart disease and emphysema associated with smoking, then a lecture in the pathophysiology of smoking should suffice to prevent the use of tobacco and prevent further disease. But the smoke and its contents are not the cause!

If the use of drugs and the pharmacodynamics of the interaction of drugs with the body were the cause of addiction, then related educational programs would be indicated in order to prevent such from occurring. But the drugs do not cause the addiction!

The above comments are not simply a play on words. Discussions with any group of children will demonstrate that they know that the need to be popular, the need to be accepted, the need to escape pressure and the need to find love or be wanted are the basic causes of the behaviors listed above. The behaviors are, so to speak, the mechanics of the problem. Dealing with the *how* of a problem is not the same as dealing with the *why* of the problem. Today's youth are asking to understand the why. The traditional substitute for adult guidance in this area—the street corner—is simply inadequate to the task of helping young people understand the why. Adults will not be able to help young people either until student needs are identified, their concerns are recognized and edu-

cation relevant to the learner and not the teacher is implemented.

In summary, most programs have been based upon adult concern, and some have been inappropriate in timing, content, learning experience or motivation. Only a very few have been learner oriented and relevant. But all have essentially addressed themselves to an educational need which has gone unfulfilled in most schools in this country and Commonwealth.

The Educational Challenge Is Broader Than Sex Education

If one scans the national literature it becomes immediately apparent that sex education is but one of man's behaviors currently generating concern and under study by communities. Alcohol, cigarettes and other drugs also are foci for concern and the matter of human relations has assumed the level of prime national concern.

Examination of reasons for concern in these areas is similarly crisis oriented, disease focused and a function of the consequences of behavior instead of the reasons for behaving in the first place.

There is no question that the various rates and statistics recorded nationally represent significant problems for society. Something must be done about venereal disease, out-of-wedlock pregnancy, drug addiction and abuse, alcoholism, lung cancer, heart disease, emphysema and the social attitudinal problems of bias and prejudice. But measures which are therapeutic are often inappropriate for prevention. The reader may know that a material known as tetanus antitoxin, prepared from horse serum, may offer some protection to an individual affected with lockjaw. The protection is by no means permanent and may produce some serious side reactions itself. Children also need protection against lockjaw, but the material used to produce this protection, this immunization, is not antitoxin prepared in another animal, but tetanus toxoid (the baby shot) which will allow the infant to produce his own long lasting protection against the possibility of infection with tetanus.

What all of this boils down to is simply that something critical has been omitted from education about humanity. That something critical has been individuals who make humanity. An eleven-year-old child recently pointed out that: If a boy smokes to prove he is a man, how will he ever find out he would have become a man anyway?

The child's question zeroed in on the problem. For children who smoke, the consequences are not lung cancer, instead they are acceptance, projecting an image of manhood and looking big. Only if and when a habit of smoking evolves will the potential biologic consequences become a reality. The statistical consequences of behavior and adult reasons for concerns are simply irrelevant for children.

Through education and the example of society, we have given young people an orientation to behavior which is superficial and physically defined. While society in general disregards the total concept of humanity in dealing with people, and has come to spend more time teaching children about anatomy, and physical and material needs, society then reprimands its youth for not using more understanding and better judgment in their decision making. One of the basic problems is that society has not given its youth the understanding, discipline or example necessary for youth to do what is expected of them.

Today's young people sense there must be more to understand, but have difficulty in identifying the elements required for sound growth. It is much easier to rebel against what is wrong than it is to identify how to make it right.

Playing Devil's Advocate

It is always interesting to ask if sexual freedom, drug use, drinking and smoking would be acceptable if there were not any biologic consequences. Some would reply: "Sure, why not?" However, most would react with comments such as: "No! It's immoral—it's illegal—it's unlawful—it's wrong!" When today's young people ask, "Why?", the adults whose values, authority or parental prerogatives have been challenged, mobilize more emotion than anything else and repeat: "Because it's immoral—because it's against the law—because you'll get hurt—because I say so—stop asking so many questions!"

Because the youngster really did not receive an answer, and because the focus of interest of society and its behavior contradict the admonitions offered by the comments above, the children still ask: "Why?"

From this continuing probe develops an interesting situation: The fear of discusing too much too soon; the honest difficulties encountered in explaining the basis for law, and ethics and religion. The traditional approach to understanding, which dictates passing from generation to generation previously digested problems and resultant conclusions in life, all leave today's adults poorly prepared to help youth discover the basis for the dignity of man.

In spite of the apparent disenchantment with life, young people seek the same significance for their lives as the generations of the people coming before them. Unfortunately, some have concluded that since adults cannot explain the answers to previously asked questions that no answers exist and that previously handed down values have little relevance today. What has happened is that in spite of our advancement in education we have gotten out of the habit of helping youngsters learn to think but instead persist in telling them what thoughts to have. An individual who does not understand the basis for his beliefs, and cannot derive their relevancy from the observations he makes in his environment is in no position to defend his beliefs when the immature or disturbed about him attempt to mislead or exploit him.

Among the many stories which help today's young people place understanding in perspective is the following:

> Thousands of years ago man collectively became sensitive to the dignity of man and human relationships. Cultures came to think of life as sweet and special. Many stories to illustrate these awarenesses were told, and many symbols of sweetness evolved. Wine became a symbol of sweetness and man designed a cup to hold the wine. From time to time man would gaze into the cup of wine and reflect upon the sweetness of life. Sometimes, when wine was scarce, man would look into the empty cup reflecting upon life its meaning and memories. He made the cup, therefore, he knew what it stood for.
>
> One day man's children saw him looking into the cup without wine and asked what he was doing. Man indicated that he was looking into all of the sweet things of life. The persistent youth asked why man was looking into the cup and man responded by telling youth it was filled with life's wine.
>
> At this moment the youth took the cup, turned it over and exclaimed: "Look it is empty, old man! What are you talking about?" Then the young people began to argue over the shape of the cup, the metal of which it was made and the inscriptions on the outside.

The problem was simple. Man had passed on to his children the symbols of his understanding instead of the basis for it. To prove concepts man had used stories about events which his children had never experienced and failed to use the events the children were experiencing to help the youngsters discover the same understandings. Man also thought he could make life easy for his children by offering the rewards of effort without demanding the effort. Many of today's young people cannot share in the dignity of achievement because they have not achieved. They have only received.

Over the years it would seem that we have grown out of the habit of helping persons discover basic understandings. It almost seemed unnecessary to explain the value of life in the presence of relative national comfort. Conclusions felt to be obvious by adults who had lived through the depressions and international wars came to have little meaning for those without these experiences.

The conclusions were not incorrect but their relevance to modern times seemed inapparent. As long as every generation of youngsters needs to grow, they will also need to learn how to think and how to analyze and discover anew the basic concepts of life, adding dimension and clarity of thought as they do.

But in their eagerness to know, in their desire to be treated as adults before the fact and in their verbal clumsiness, children often find themselves on tangents or out on the proverbial limb while trying to question and understand.

The failure of communications between today's generation served as the basis for what has come to be known as the generation gap, one of the many such gaps created by media desiring to fill expanding space in the national volumes of literature and editorial comment drowning the country daily.

The generation gap, however, is primarily a communications gap which manifests itself at a time in the development of the adolescent during which he needs to feel more independent, needs to feel that his decisions are his own and that he is making them. It is a time during which the adolescent tends to reject authority in favor of self control and engages in debate and enters dialogue for the purpose of becoming knowledgeable. The behavior may be clumsy, impatient and interpreted as rebellion. It may be somewhat like the baby who would rather not hold his parents hand so that he can discover if he can stand on his own two feet and take a few steps without falling flat on his face. Excerpted out of context of development, it would seem on the surface that today's youth are basically different from the adults who came before them. However, viewed within the context of the development of the total person it usually turns out that youth are really not different after all.

That one questions in order to understand does not in any way take away from the significance of what is being questioned. Persons who understand the basis for beliefs, laws, values and ethics

find them even more meaningful. One cannot deal with any aspect of human behavior without exploring the basic nature of growth and maturation, the development of attitudes, the capacity of man to understand or his need to find the same meaning in life as those who wrote the basic documents of religion or the Constitution of the United States.

There are dozens of questions which must be asked by adults who are in a position to record and analyze the comments of children, whether the comments relate to sexual behavior, smoking, drugs or anything else. The questions must be answered before meaningful education for youngsters can be planned.

Questions of Those Who Would Plan Sex Education

One cannot deal with any aspect of human behavior without exploring the many aspects of growth and maturation or taking into consideration the basic capacity and need of young people to know and understand about education and the process of learning and other related areas.

The questions children ask, the comments which they make, the insight which they have as revealed by their observations and behaviors all cause objective adults to sit back and reflect a moment upon the following:

About Growth and Maturation

How many dimensions do human beings have?

How does an individual grow and mature?

Do the various dimensions of humans grow and mature at the same rate?

Is there a magic age for maturity?

How does the example of adults and their willingness to acknowledge and respond to the questions of youth affect the development of young people?

Is it likely that some infants planned to mature into calloused and indifferent adults?

Are there circumstances over which humans have had no control in the past which are responsible for current attitudes in spite of their better intentions?

Is there anything about the needs of humans which apply to their children as well?

Are the billions of men and women basically different or do they just look that way?

About Factors Which Influence Growth and Maturation

How powerfully do environmental influences, including the examples of adult behavior, affect the maturation of young people?

How does myth, misconception, fear, boasting, bragging, street talk, sensationalism, exploitation and ignorance affect the attitudes of subsequent generations of young people about sex?

When is a child first exposed to the process of physical change, the observations that boys and girls are different and that adults have dimensions different from those of childhood?

At what age do children first recognize the process of physical maturation and at what age do they themselves or their friends and peers experience these changes?

At what age is a child first exposed to adult feelings, emotions, attitudes, or behaviors which are a function of human sexual characteristics?

At what age does a child first have to begin to accept or reject those behaviors which seem conducive to acceptance as an adult?

At what age does a child begin to see himhelf as older or more mature than he and she really is; at what age does their self image project itself into the future?

What is the image of adulthood, maturity, manhood or womanhood?

Who defines this image and by whom is it presented to maturing youth?

About Philosophy and Educational Need

What are the health behavior educational needs of youth?

What is the relation of sex education to health education?

Is sex education a subject required as an entity unto itself by youth or adults?

Is it possible to step away from the fear approach to education and progress to developing meaningful programs based upon respect which will not contradict the beliefs of individuals or their families?

Was the only generation of human kind sensitive enough to their basic insights to the extent that they could be developed into religions, the generation which lived when the Bible was written?

Was the only generation of man sensitive enough to the social and ethical needs of the people

the one which lived when the Constitution was written?

Are today's people really different from those of yesterday?

Have we created a journalistic myth which is on the verge of becoming a fact because too many are beginning to believe that generations are truly different?

Are today's youth really different or do they only have a greater possibility of making the iedalistic enthusiasm of previous generations work?

About Education and Educational Settings

Are the behavior of today's adults the logical basis for education?

How does one identify relevancy in education and for whom should education be relevant?

Is it valid to presume that we teach when we are ready or that children learn only when we want them to?

Is there a difference between a teaching and a learning environment?

How do individuals communicate?

Is it a fact that a child who does not ask a question has none ot ask?

Can one ask questions by nonverbal means using expressions or other behaviors?

Does an individual ponder his and her normalcy during development in spite of the fact that he and she might not act out his and her concerns or transient insecurities?

When a child asks a question about critical aspects of his world or the people in it, and adults defer answering the question, is their reaction due to the fact that the child is too young for an answer or not ready or are other factors involved?

Is it valid to listen to words which children use in asking their questions or does verbal skill limit the ability of a youngster to place his thoughts into words?

Can nonverbal dialogues occur?

What does a child say with his behavior, mannerisms and expressions?

What does a child mean by the combination of words he chooses to express himself?

Does the child mean what the listener heard?

What was the real question?

How much medical, theologic, sociologic or anthropologic fact does the average layman need to answer the majority of children's questions?

Does the child lose respect for the teacher or educator (regardless of profession) if the latter has to say: "I do not know, let's look it up?".

When young people speak or write are we more concerned with their language skills or the concepts they are trying to communicate?

Is it really possible for a single individual or single discipline to be responsible for health behavior education or does this represent the rationalization by professional ego?

How much do we allow insecurity, personal educational deficits, professional egos, parental anxiety, financial power, administrative expediency and political interplay to dictate educational policy, structure or content?

According to the behavior, growth and maturation of youth, who is responsible for their education?

If group pressure and failure of communications can manipulate an individual, does the group as an entity have distinct educational requirements in excess of those of the individuals comprising the group?

Is the separation of any health behavior into specific subjects valid in terms of the needs of youth?

Should education focus on the treatment of problems or their prevention?

Is the education required for therapy and rehabilitation the same as that required for prevention?

While it is easy to question and be constructively critical of the past and present, it must be pointed out that the bias, prejudice, fears, statistics, legislative expediencies, educational mandates, professional egos and curriculum approaches to sex education are all responsible for society taking a long hard look at its own attitudes and practices. From all of this apparent confusion, logical or illogical programming, teacher or learner oriented planning can come sound and meaningful programs involving the home, school and church and other elements of the community which affect the attitudes of young people.

All that is being done, is not necessarily all that should be done. Defining the latter is the challenge. Overcoming the former is the task.

Unit II

Learners and Their Processes of Growth and Maturation as A Basis for Designing Programs for Sex Education

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Learners and Their Processes of Growth and Maturation as A Basis for Designing Programs for Sex Education

Interacting With Youth to Identify Their Educational Needs

In the process of initial dialogues about sex education, those interested in this matter might begin to study the learners, their learning capacity and educational needs. While many frames of reference could be used for such a study, one of the most logical and relevant might be the growth and maturation of those being educated.

It may well be that one of the most beneficial outcomes of the community dialogue or even debate over sex education will be that the community is forced to evaluate its relationship with its children, and the attitudes and behaviors of youngsters and adults alike.

The educational needs of young people can be identified by interacting with children of all ages and from many sociologic backgrounds. It is best to relate to a spectrum of children in order to recognize patterns of behavior, the process of growth and maturation, the progressive effect of environment on the development of attitudes and behaviors and other aspects of young people during the formative years.

The task may seem complex for not all people have either the time, opportunity or interest to engage in systematic observations in addition to recording and analyzing the observations made. Some want simple answers to complex problems while others feel that complex problems have no answers. At the risk of oversimplification, however, it would seem that problems of human behavior can be solved when people are ready to face the challenge. Honesty and objectivity dictate that one first define the needs of those being

served, in this case by sex education, and then indicate which of the needs one is willing and/or prepared to deal with. It then becomes a matter of increasing one's capacity to respond to these needs so identified.

Situations Allowing Interaction

One can observe young people through closed circuit television, news reports, motion picture or other means which allow no direct contact with those being observed and permit no feedback for checking the validity of observations or questioning those being observed.

One can observe youngsters directly in social settings in the home, school, church, club, store, camp, police station or on the street corner. Under these circumstances verbal and nonverbal interaction can take place and an opportunity to question superficial and subsurface attitudes and behavior do exist. The interaction could include individuals or groups of peers or randomly selected persons.

The Purpose for Interaction

The interaction with youngsters individually or in groups allows the observer to record a baseline of student information, knowledge, misconception, myth, motivation, attitude and behavior. The previous experiences of the student can be identified as well.

This information can be used as a basis for planning education or any other program for the youngsters involved. Continued observation, recording and analysis of similar types of informtaion can be used for evaluating the progress of the programs being conducted. Not only can adults glean information about children, but youngsters can obviously develop a deeper understanding of themselves.

The Process of Interaction

There are many techniques useful in interacting with persons of all ages and these will be discussed in subsequent sections of this manual. However, the essential ingredient or format for interaction involves some form of dialogue or give and take between individuals each responding to the other in a progressive fashion.

Examples of Dialogues

The following examples of dialogues with young people will illustrate the use of dialogue as an effective tool for: (1) identifying the background and understanding of children, (2) helping youngsters discover the beginnings of understanding based upon their experiences for the sake of relevancy, and (3) encouraging peer group attitude development in keeping with that encouraged by parents at home in their individual children.

Dialogues centered about the development of self concept or some of the more perplexing questions which children ask have been included for added informational value.

Developing An Awareness of Self As A Total Person

It was one of these teaching demonstrations during which adults were sitting in the back of the auditorium watching the children discuss things in a manner which many presumed them incapable. The teacher was discussing development with the youngsters and turned to one of the children and asked:

> "Who are you?" The seventh grader turned around in a rather bewildered way and with a questioning look on his face said, "I'm Johnny." "What is a Johnny?" The student looked at the teacher and his classmates and giggled. The teacher repeated: "What is a Johnny?" But the boy didn't have an answer, because no one asked him this question before. "He is a boy," one of the classmates called out. "All right," the teacher said, "beside the obvious sexual difference between a girl and a boy, what is a boy?" That caught the class off guard, for after all, if one takes "sex" out of the picture, what is left? "Well, he is a human being," they said. "Well, what's that?" "A person." they continued. "Oh? And what is a person?"
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> The children had never been challenged to define these commonly used words. The teacher turned to a girl and repeated the sequence: "Who are you?" "Joanne," came the answer. "And what is a Joanne?" A somewhat anxious laugh and an uncertain reply spurted out: "A girl." "And beside the sexual differences between a boy and a girl, what is a girl?" the teacher asked. "If you take sex out of the picture what is a girl?"
>
> Now the audience was not quite sure whether the teacher was being silly or serious. They were not laughing as much any more, although the discussion was still amusing. Joanne had no answer to what a girl was. "Human," called another. "A person," called a boy. "What are these things?" the teacher asked.

One must recall that this was part of a number of dialogues with boys and girls designed to challenge them to think about themselves in perspective and not just the physical aspect of their development.

There happened to be a lid from the box the recording tape came in and the teacher held the cover asking:

"What is this?" "A box—a lid," came the reply. "Suppose one could fill this with milk and let a kitten drink from it. What would you call it then?" "A saucer," was the answer. "And suppose it was placed in church and passed around, what would you call it then?" "An offering plate, or a collection dish." "Suppose you could fry some eggs in it. Then what would you call it?" "A pan."

By now, everyone realized they were discovering something, but they were not yet sure what it was.

"That's very interesting. How can this lid be a lid, a saucer, a collection plate and a frying pan?" Somebody raised their hand and said: "It really isn't any of those things at all, it is just a container." "What do you mean?" the teacher asked. A child in the back of the room said: "It is just a cardboard container, but what it becomes depends on what you choose to make out of it." Following this reply the teacher walked over to Johnny and asked: "Who are you?" And to Joanne and asked: "Joanne, who are you?"

The youngsters were silent and the observers were silent as well.

One little youngster, as though compelled, said in a quiet voice, "Who we are depends on what we choose to make out of ourselves."

The boy who spoke did not even realize he was speaking. The children had proved quite simply and directly that they had the capacity to think if only challenged to do it. They really did not need someone's opinion or experiences in life to grow; all they really needed was a chance to examine their experiences and learn from them.

Does it matter what the children think they are, what they think they must be, and what a girl or boy happens to be? Is a person something more than his or her sex? Is adulthood something more than sexual attractiveness and sexual maturity? Is there value in having children discuss this before they think they are men and women?

Environment Makes a Difference

This was no usual group. The teacher had been told not to waste his time. But he looked at the youngsters and felt it would hardly be a waste of time to discuss their problems. This group of girls collectively had every problem in the book. Most were regarded as delinquent. Many had given birth to children society terms illegitimate. And most had had sexual relationships, some possibly even because they wanted to. But all were certainly involved with one problem: that of discovering who they could be. They well knew what other people thought they should be and what they have been in the past, but still the question remained: "Who can I be and do I have a chance?"

The youngsters were rather restless at the thought of being lectured at again and one could see this attitude on their faces. The girls were surprised when they were asked for panelists to participate in a discussion. After all, who cared what they thought? The teacher asked the panel, "Do you feel the environment a persons comes from makes a difference?" The first girl in a positive tone, although barely audible, said, "No." She was doing her best not to look at the teacher or to be interested in the discussion. This was not the kind of thing her image was supposed to be interested in. Of course the youngsters would do well to believe that environment does not make a difference, so that coming from a poverty area would not make a difference.

The teacher asked the next girl if she knew anything about sterling silver. The girl answered, "Sure. It's valuable. You know—it shines." There are many ways of judging the value of silver. But for these youngsters, judging value based upon some superficial characteristic like shining was quite in keeping with their system of measuring and sufficient for the discussion. "Why does the silver shine so much?" the teacher asked the next panelist. She said, "Because someones polishes it all the time." "Suppose the silver was placed in a home where it was never polished. What would happen then?" Someone replied that the silver would turn dark.

Almost anticipating the next question, the audience of girls suddenly focused their eyes in the teacher's direction (until now, they were trying desperately to tell him they were bored by the entire conversation), and he knew of course, that because they were not looking his way did not mean they were not very much involved in the discussion. "Do you mean the silver would no longer have any value?" he asked. He looked at all of the panelists and audience members. A strange look spread across their faces. For the first time, they were challenged to think. And thinking they were. Even the observers were beginning to see the point of the discussion. For a moment in time, an answer to an impossible situation seemed at hand.

"Oh, there is value there, you just can't see it." replied a panelist. She paused and repeated herself, not because she was answering any further question, but perhaps because she was finding an answer to a question of her own. "You just can't see it." Returning to the first youngster, who by this time was totally involved and had discarded the image with which she had walked into the room, the teacher asked: "Do you think the environment a person comes from makes a differ-

ence?" Her answer was not completely positive, but now replied: "I don't know, perhaps it does."

It could be that this was a waste of time. But for a moment the girls had insight into a problem which they had felt had them trapped for life. For a moment in time, they were sensing that the image society has of them is not final. I have heard many criticize the attitude and behavior of these girls, but rarely did they offer anything better for the girls to do or feel. Perhaps if the girls discover another system of values, currently buried beneath an unpolished surface, they will feel more inclined to discard the compensatory behaviors which have gotten them into trouble with society and themselves.

The Basis for Values and Ethics

The eighth grade boys and girls had begun to mature and the kinds of questions which they asked changed. No longer did they reflect an objective curiosity with life and living. No longer was their stimulus for questions simply that they had read or heard. It was different now, just as it always is in the maturing adolescent. "Am I growing properly? Will I be an adequate man or woman? What is expected of me and how do I become popular anyway? How do I prove myself?

It is tempting to stress education for sexuality as separate and distinct from health education, and certainly as an entity divorced from education about drug abuse, alcohol misuse and smoking. But it is difficult to separate the image a man has of himself from what he thinks he must do to prove his manhood to society.

At any rate, a serious question had been asked: "Do people expect the people they marry to be virgins?" Why in this age of the New Morality and freedom from sexual restraints should anyone ask about virginity? Furthermore, why should they continue to ask how to be popular and still say NO? Wasn't everybody supposed be be "doing it?" How does one answer such a question? The only factual answer one can give is: "Some people do, and some people don't." Perhaps it seems funny to make so obvious a statement, but no one was laughing. Virginity does not seem to be as big a joke for youth as it is for adults. Did you ever wonder why? But then sex is not dirty or embarrassing until it is exploited commercially for profit and made the subject for adult erotic humor.

That youngsters want life to have meaning constantly comes out in group discussion. What most young people are supposed to be doing seldom seems to be supported by the group's relaxed and unrestricted discussion. Maybe the girl and the boy who think they must have sexual intercourse to affirm their particular lifestyle will have other thoughts on their next date.

Assisting Young People to Understand Human Involvement

During previous discussions the ninth grade boys and girls, as do most teenagers at one time or another, were discussing the use of drugs, sex and other behaviors to examine life's potentials and to experiment with and explore man's capacity. Unfortunately for young people, adults too often misinterpret this dialogue as readiness for responsibility and decision-making simply because the young people are skilled in debating or may seem intellectually sophisticated. At this stage in the series of discussions in which a class was participating as a whole (some 300 youths) for the group dynamic and peer group influence effects of large group discussions, the more outspoken members were arguing that nobody gets involved anyway. After all, pregnancy can be prevented and venereal disease treated and nobody has to know about the relationship besides the people involved. You do not have to get involved if you do not want to.

> The audience was allowed to have its lead for a while and then the teacher invited a girl to step forward before the class. As she did he touched her arm, then he took her hand. Within minutes the audience was making a point of "teacher, man, older person" "holding a girl's hand". It is fascinating during such a situation to capture the group's expressions which so vividly demonstrate nonverbal communication, group attitudes and sensitivity.
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> After the usual predictable comments were made, the teacher reminded the audience of their previous comments: "At a time when many would like to believe that they can engage in any type of relationship—even sexual intercourse—without involving others or getting involved themselves, isn't it surprising that anyone should make a comment about two people holding hands? After all, it is just a matter of one hand holding another, is it not?" The students were realizing that their arguments were falling apart, but they were not sure why.
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> The teacher continued: "But it isn't just one hand holding another, is it? Because people are involved—both the people who are holding hands and you, the audience—and people react."

An awareness on the part of the group was obvious now. The teacher decided to take the discussion one step further: "Let's think about why you reacted as you did." He turned to the girl: "You may have been embarrassed and angry," he said, "for even though touch is a way of showing gentleness and good feeling, you may resent the fact that I took your hand without consulting you. You may feel that I was taking unfair advantage of you. And you," he said, turning back ot the audience, "you may both have sensed your classmate's embarrassment and also sensed that even so simple a thing as holding hands can be very intimate. All of these are very serious and valid reactions."

"The point is that the questions become much more complicated than we at first thought, do they not? Many people are involved—not just the one person who decides to use the drugs, or drink the alcohol, or have sexual intercourse. Many attitudes and opinions are involved, whether we mean for them to be or not."

The youngsters had a growing awareness that the idea of noninvolvement might be just a convenient rationalization, not a fact. An awareness based upon their own comments and behavior, not those from a previous generation or those quoted from the rules. Perhaps the next time that one of them felt compelled to say yes to drugs or sex, they would instead trust their own reactions and have a better understanding of the reactions of their parents and community.

Questions and Issues

There were about 250 fifth grade youngsters present. Many would say that they were too young to discuss matters of growing and maturing, let alone the subject of human reproduction. In fact, some parents of sixth graders, let alone fifth graders, would like to believe that their children have no idea about these matters and could care less. "After all, how could they be interested? They are much too immature and naive to talk about sexual behavior or matters of reproduction."

After talking for a while about people, the children found themselves describing physical, emotional, social, intellectual, and spiritual differences between people—not in so many words, but the ideas were well represented. In fact, the children became so involved that they forgot they were participating in a video-taping session designed to teach adults what youngsters would discuss if they were given a chance to ask questions. It took these youngsters just a few minutes to come up with a very basic logical progression: "If people are all different, and if people inherit some of these differences, there must be a way for this to happen."

At this point a rough and tumble looking boy asked in a most sensitive way, "How does the sperm cell get from the father to the mother?" The teacher looked at the child and then at the group. It was obvious that something was missing, but it took a moment to figure out what it was: There was no giggling. He turned to the class and said: "That is a very thoughtful question. What have we heard about this, boys and girls?" By asking what they had heard, he was giving the class an opportunity to bring out related comments. They might not have done this if he asked them what they knew, because they might have been embarrassed to make a mistake. In addition, if he had given them an answer he never would have discovered what information, correct or incorrect, they might have previously been exposed to.

A little girl raised her hand and stood up with a very simple and direct statement. She said, "It's very simple. The father puts his penis inside the mother's vagina, and puts the sperm cells there. The sperm cells move by themselves to join the egg cell and one fertilizes it. You know," she concluded, "It's a way of life." The teacher looked at her and asked the group, "What is she talking about?" "Sexual intercouse," responded another boy. Still there was no giggling or laughing.

Of course, as one might guess, the absence of giggling was no accident. For the fact is that long before the children ever had an opportunity to discuss growth and maturation, they had developed a sensitivity for each other and ways of expressing themselves which would not under any circumstances offend anyone present.

One might think they were told how to behave; they were. But not by the discussion leader. They were encouraged to use the basic sense of values which children have and which is developed in their homes to condition their group behavior.

"You don't laugh at people," said one boy. "People are not jokes or funny." Because the youngsters in the class had made these statements it meant that the group had established a standard for its own behavior. The teacher continued, "We often hear older boys and girls use words for sexual relationships. Some write on walls or in books, and many adults have a number of jokes to tell about this topic. I am surprised that no one here laughed."

A little boy stood up and with freckle-faced seriousness said, "They just do not understand." "What do you mean?" the teacher

said. "Well they just don't understand. You don't joke about it because it is a way of life." Parents say that fifth graders are too young to discuss sex, and the children say that grown-ups joke about it because they do not understand. Of course the parents never discussed the subject before they reached the social masquerade of adolescence.

Discovering the Basis for Human Values

The little girl was playing with her toys. She had heard that a mother had just had a little baby and she asked, "Do you have to be married to have a baby?" While the question was not strange in itself, it was certainly unexpected by some of the people present because they had not anticipated such a question from a 4-year-old. Of course, they might have reacted differently had they known what youngsters of different ages would ask when given the chance to explore their natural curiosities and to inquire about ideas to which their environment had exposed them. In any event, a factual answer was offered. "No, a person does not have to be married to have a baby." Some of the adults winced and the parent knew what they were thinking. How could one tell a 4-year-old that one could have sexual intercourse and become pregnant without being married?

The parent asked the child, "Why do you ask?" "Well, I was wondering if I could have a baby," she said. "What would you do with it?" "I'd play with it and have fun with it; it's fun to play with a baby." "What will you use when you play with the baby?" the parent asked. "Toys," she responded. All this time her question was really, "Do you have to be married to have a baby to play with?"

"By the way, where will you get the toys to give the baby?" "Well, my daddy will buy them for me." "Oh? Your daddy may buy you toys, but you will have to get your own for the baby." The little girl thought for a moment and said, "I will go work for them."

"Who will take care of the baby while you are working?" "Oh . . . I guess I'll have to get a daddy for the baby." "Where will you get one?" Then the little girl turned and matter of factly put in their place everyone who doubted her to begin with. "I'll just have to grow up and marry one before I get a baby," she said. "Then my baby will have everything."

Each generation of youngsters must discover why values, ethics and morals are valid. Perhaps what the adult has to offer youngsters is not so much directives for behavior but rather experience in solving problems and the discipline and restrictions required by children that they be able to learn to think and make decisions without getting hurt in the process.

Helping a youngster grow to responsible independence may be a far greater challenge to parenthood and society than the process of bearing the child and tending to its biologic needs.

Getting Observations into Perspective

It was the kind of question parents and teachers often dread, though not because they do not know the answer. It is more a matter of now knowing how to explain the answer to youngsters and feeling embarrassed to do so at the same time. In fact, the discomfort of adults has actually encouraged children to go elsewhere for information. One's peers on the street are too frequently the substitutes for constructive education. One does not hear parents involving themselves with information based on friends, newspapers and the like. Usually the concern of the parents is leveled at constructive programs: school, church and similar settings. Why?

The question from a fifth grade class was, "How old do you have to be to have a baby?" It is often tempting to immediately give an answer based upon law or religion or personal belief. But youngsters may not know why law was written or understand the bases of religion, and they have not had the experience that lies behind personal belief. They could simply memorize rules and conclusions, and perhaps this would be fine if they never had to defend their new knowledge. After all, in spite of the push for grades and facts, knowledge of facts is not the same as understanding.

If the answer is to have meaning for youngsters, it should relate to intellectual experiences that the children have had and to observations they have made, even in their limited years. So the teacher said, "Pretty good question. What do you think? That did it! Hands were up all over the place. Like grown-ups, when a child asks a question, often he does not want an answer but rather an opportunity to express his own views. A youngster appreciates a controlled chance to test his ability to think and match his thoughts against the crowd. If arguing about rules brings out the bases for them then I doubt that we will continually have to offer answers to youngsters, who will have learned how to solve their own problems. Will we have to

tell youngsters what to think when they have discovered how?

A girl suggested that one had to be married, and was immediately contradicted by a child with the latest on unwed mothers among junior high school girls. Someone else said one had to be over 21, but lost out to a classmate relating the birth of his nephew to his 19-year-old married sister. "And anyway," said a boy, "I read about a 5-year-old South American girl who had a baby." The response of the class proved further that children can argue against any arbitrary data imposed upon them.

The pattern of comments from the children was certainly predictable, but they had forgotten some of the previous definitions of an individual which they had offered during another discussion. The teacher simply asked, "Are a baby's body and a baby the same?" Their composite answer was that "people are more than bodies, they think and feel and have emotions. They have the things their parents give them by example." Then the teacher asked, "How old does one have to be to give children emotional understanding and help them to understand their feelings?" The boys and girls suggested the late teens, "and anyway, they have to understand how to give love before they try to do this. It is not the same as taking love. Besides, the parents have to had education and a job. That's why people get married—to give a home and make the baby feel wanted."

Some people are not surprised when children from comfortable communities offer the above comments, but they are taken aback when the information can be drawn from less fortunate children. Evidently, they believe that children are basically different; that only a few youngsters unconsciously sense values and a need to count as a person. It may be that the biggest challenge in education is really to challenge youngsters to discover inside themselves the basic sense of values which all children are capable of, before the world exploits them or makes them calloused and indifferent with time. Drawing children out and making them think, of course, takes time and a confidence in youngsters.

Observations Through Dialogue

An analysis of dialogue experiences similar to the above, with thousands of children suggests that in their attempt to learn through questioning youngsters are really trying to seek answers to the following basic questions.

Who am I?

What can influence me?

How can I control what can influence me?

The questions certainly are not new, for every generation has reacted to itself and its environment by raising the same questions. When explored further it becomes apparent that youngsters seek to understand their characteristics, their qualities, their uniqueness—in short, their individuality.

They seek to understand the many forces which have influenced them into a given moment in time and how these influences were able to operate and have their effects—in short, how they came to be. As one might guess one of the prime areas which youngsters seek to define is their potential and ability to give of themselves and be significant. Most adults who analyze the questions of youngsters recognize that children seek to organize their environment according to basic relationships or features which various factors in their environment have in common. Analyzing this, children seek to understand how people, things and events can influence them, why these influences exist, how they operate and to what extent they can be controlled. As the youngsters get older and share some of the responsibility for making their own decisions their concerns reflect the process of rational and irrational, relevant and irrelevant, responsible and irresponsible decision making.

Before one becomes concerned that the dialogues reported above seem different from those which the reader may have experienced, it should be pointed that the discussions are based upon the Total Person Concept. The total person is what an individual sees as he looks at himself. This will be further discussed under the area of curriculum design.

Developing the Total Person Concept

A previously quoted dialogue demonstrated how individuals can be led to develop an awareness of themselves as individuals stressing their potential. The following excerpts from dialogues with kindergarten children demonstrates how their observations can also be used to develop the beginnings of an appreciation of the Total Person Concept.

The teacher was waiting for an opportunity to help the children develop a frame of reference for answering the many questions which she knew they would have during the semester about people, families, growing up, sharing and related areas. An incidental opportunity presented itself, al-

though the teacher could have raised the matter had she felt pressed to do so.

A five year old asked: "What is inside of my arm?" From this question the teacher could deduce and observe several things:

. . . the child was aware of an inside and an outside.

. . . the child had been wondering at least about her arm and probably about other parts of herself.

. . . the child was feeling her arm as she questioned exploring the softer and firmer areas as she did.

. . . the child did not need the language or biology or even biologic background to understand something about herself.

The teacher asked the class what they thought was inside the youngster's arm and one of the children mentioned bones. The teacher could have asked which bones, but such information is not really useful at this level of development, growth and maturation. The teacher did ask what bones were and the children indicated they were part of the body. The teacher was now ready to probe further by asking the class to mention other parts of themselves which were not a part of the body or their clothing or glasses.

The children mentioned heart (which may mean love), mother, brain (which at this level may mean ideas) and things people believe in.

Summarizing, the class defined five dimensions of man in the following categories: body, feelings, ideas, other people, and beliefs. A fifth grade class might call these dimensions: physical, emotional, intellectual, social and spiritual.

Some may wonder about the validity of the above because their youngsters or students do not speak so directly, answer so precisely or have the benefit of the experiences which generate the above questions or responses. Yet, when one thinks about it, the three year old asking to go out to play because it is more fun to play with children than be alone, is also indicating an awareness of his social dimension.

When the total person becomes the frame of reference for analyzing the concerns of children, conclusions begin to evolve which are quite similar to those adults would like to hand down to children.

Understanding Total Person Concept

An understanding of people is required before one can understand what people do or why they do anything. The background of understanding about self as a physical, emotional, social, intellectual and spiritual individual is too often left out of general education or included in such a fragmented manner as to elude the integrating thought processes of the student. The student too often does not see how everything fits together. If he does, the associations are often so academic as to appear unrelated to daily life.

An understanding about an individual requires an understanding about human reproduction. It should be noted here that the title human reproduction is a misnomer. Because of the genetic interchange taking place during fertilization of the egg cell by the sperm cell it is not possible that the offspring could have the same genetic directives for development or growth as either of the parents had. Furthermore, since the intellectual, emotional, social and value based experiences which the offspring will share are different in example from those which the parents individually experienced and since both parents will impose their backgrounds upon the child, it is not too likely that any other dimension of the human can be reproduced either. One can perpetuate a species but not replicate single individuals.

When a 5th or 6th grade class, reacting to articles in the newspapers and magazines about conception, fetal development, artificial fetal environments or other matters which fascinate this age youngster, asks related questions, it is vital that some of the following areas be explored (at the class's level):

The number of dimensions of an individual.

The dimensions for which genetic material exists.

The source of directives for the development of the non-physical dimensions of a child.

The function of environment in generating the social, emotional, spiritual and intellectual dimensions of the child.

The age required for the production of germ cells.

The age required for the production of an understanding of intellect, emotion, social responsibility and beliefs.

The nature of security and what generates same.

It would be inappropriate for observers to expect that children at this level will develop definitive insights, for their learning is only a start in the proper direction. Constant reinforcement is required and will result by allowing the youngsters to constantly raise questions about their observations, each time developing a deeper under-

standing of the concepts underlying human values, attitudes and behavior.

A Philosophical Look at Growth and Maturation

Based upon experiences with large numbers of children one is led to take a philosophical look at growth and maturation in order to develop premises which will underly education relevant for the learner.

Philosophy is often felt to represent the realm of theory or abstract thought and be nice as an academic exercise, but rather tangential to the practical realities of life. Such is not the case at all. Individuals bypassing the philosophically oriented comments below may discover that the educational programs which they establish bypassed the needs of the students for whom the education is designed.

Children develop their characteristics and dimensions; these grow and mature in function. It is easy to measure the change in physical dimension, the stages of childhood and adolescent growth and identify physical maturity. It is much more difficult to measure social, emotional, intellectual and spiritual growth and maturation, for many incompletely defined or poorly understood factors influence these dimensions. Still sufficient information is available to enable one to have confidence in studying these areas. The rates of maturation are variable from individual to individual and the time of onset of maturation of the five dimensions of man are not uniform even in the same individual.

Latency

Children, to the extent of their capacity and the opportunities offered by their environment, are naturally curious. They turn over every stone in their path and constantly delight their parents with their observations and prodigal behavior. Many parents are certain their children are in the process of becoming geniuses. It is illogical to presume that the child interested and fascinated by his world is not interested in information about families, reproduction, babies, the differences between adults and children, boys and girls. Children enjoy playing mommy and daddy. From the observation that youngsters seem to avoid asking questions about sex during the time period spanning ages 5-6 to 10-12, and seem to be interested only in individuals of the same sex, baseball, climbing trees, science, and who knows what else; the idea got started that children are disinterested and attempt to avoid matters of a sexual nature. Children have been categorized as latent with respect to sexual interest. An examination of the premises upon which the concept of latency is based, however, reveals that the lack of questions and apparent disinterest in or lack of willingness to discuss sex with family is probably a reaction to the behavior of the family. Latency more probably represents a reaction of a child to his family or immediate social setting and environment which finds answering the questions of the child about sex very difficult, perhaps embarrassing or at least awkward. It is the family and social setting which encourages latency, rather than some basic need of the child. Left alone the child will ask hundreds of questions about babies and other subjects as indicated in the first unit of this manual.

> During the PTA meeting a mother was arguing strongly against the development of sex education because of the concept of latency and the fact that she did not think children who were of an age when they desired to avoid discussing sexual matters should be exposed to sex. After the meeting the mother asked for a private conversation with the teacher because she wanted to know how to explain to her 9-year-old about the *Playboy* magazine the child saw his father reading. She was asked why a child who is supposed to be latent would even care.

Elementary Years Provide Research for Adolescent Behavior

While children are young, they discover that they can be accepted by their family and immediate friends and relatives. Sooner or later, when they reach the age at which they physically begin to see themselves not as a child but more as a young adult, their needs for acceptance change. They seek to find acceptance among those with whom they study, play, will eventually work and perhaps marry and raise a family. Parents of adolescents are sometimes frustrated by the observation that Johnny next door seems to have a greater influence on their child than they themselves do.

It is easy to demonstrate that the average 5th-6th grade class has at their age a composite impression of the teenager and what is expected of them when they reach junior high school. The teenager is often defined by the 5th-6th graders as a composite of all of the images and distortions presented by mass media, special programs on the generation gap and word of mouth passed around during street corner discussion.

The following information excerpted from a 6th grade dialogue is an example of the information to which the environment has exposed individual children. Special attention is called to the implications of the excerpt in terms of understandings what children need before they are exposed to their world.

While venereal disease education is more properly located among discussions dealing with infectious diseases, it has become so traditionally associated with sex education that when youngsters get an opportunity to raise questions about sex they also question VD. A 6th grade boy asked:

> "I have heard that if an 18-year-old boy gets VD and takes a couple of pills, he may be cured, and later, when he is 20 or so, he can still father a baby without hurting the baby. Is this true?" What this youngster talked about after her question was the fact that any part of the body can become sore. He knew that sores should be treated as soon as possible or they may not heal well. Any sore that does not heal can cause a scar, and scars can keep the body from functioning properly. Youngsters said that only physicians know what medicine is best for the patient and that a special prescription for medicine is required. The class spoke about stomach aches, ear aches, sore throats and other illnesses with which they were familiar. There really is not much more to discuss about any illness except that it may be contagious and that people should be concerned about the spread of disease. Having covered this point, the class had dealt with the essentials of all illnesses which are contagious. VD is really no different from any other illness of a contagious nature.

Understanding the spread of venereal disease is another matter. The biologic behaviors involved are really of limited significance. What the children need to understand before they can begin to appreciate the problem of VD is people, total persons, their motivations, their needs, the drives and pressures which manipulate their behavior, the nature of interpersonal relationships and the total person consequences of behavior. These matters can easily be discussed by the 6th grade using experiences common to the grade level involved.

Once the youngsters begin to understand people they then can begin to understand what people do. The pathology of venereal disease and the microbiology responsible for tissue damage really is irrelevant in terms of the behaviors responsible for the initiation of the illness or its spread.

Any group of youngsters examining the consequences of sexual behavior from the "total person" perspective will quickly state that the cause of pregnancy and venereal disease is not sexual relationships, the sperm, the egg, or the microorganism. They identify emotional involvement of many varieties, needs in the emotional and social spheres, and the interactions of emotions as the basic causes.

It is rather obvious that while we can treat the symptoms of the problem, its prevention requires dealing with its cause. Significant alterations in educational concepts, personnel development, and allocation of funds must be made if the problems are to be solved to any degree. Injecting patients with penicillin and tracking down contacts are only a few of the vital links in the chain of events leading to prevention and control.

Key Aspects of Adolescent Growth and Maturation

Even though many boys and girls are approximately the same age, they obviously appear to be different. The differences are many and fall into a number of categories. Some are a function of genetics, while others are due to the biologic influences of one's environment, such as nutrition, shelter, disease, accidents, personal hygiene and etc.

There are, however, other differences which are a function of how one sees himself and the unconscious need which one has to be important, to be significant, to be accepted by those who seem to establish the local standard of excellence, to be needed and be unique. Most individuals look forward to maturing into adulthood and most are eager to face the challenge to mature. Unfortunately for many, the time of maturing comes often unexpectedly and before one is prepared to understand the changes about to take place.

Too often one is geared to think only in terms of physical development. Understanding emotions poorly, although feeling their impact deeply, young persons become focused upon the physical aspects of maturity: body, dress, appearance, behaviors—smoking, driving, drugs, sex and etc. Unconsciously the adolescent senses there is more to his growth, but the exploitative forces in the environment serve only to reinforce concern over the physical changes. The influence of mass media, peer group and advertising is confusing to one vacillating between childhood and adulthood.

This is critically true in terms of sexual identity. To the fourteen-year-old boy whose image of manhood is gained largely from the media—from the models who show manhood as aggression, arro-

gance, insensitivity and all-consuming ambition—his own very human uncertainties may seem great flaws, and his sensitivities may seem hideously abnormal. And to the fourteen-year-old girl who is frequently exposed to images of women as idle, passive, silly and emotional, her own intellectual curiosity, self-assertiveness and ambition may seem frighteningly unnatural.

We adults know that just because the television or the movies say something, it is not necessarily so. We know that self-assertiveness, a healthy dose of ambition, sensitivity to the needs of others and curiosity are traits of all successful adults.

But because we know this so well, we may forget to help our children to know it. Forgetting, we may unconsciously ignore the questions, or even fail to perceive that there are questions—serious, deep and troubling to teenagers. Unknowingly, we may appear to support what seem to be very rigid definitions of manhood and womanhood and may leave our children with the belief that they must meet these definitions altogether or fail completely.

The need to prove one's self often forces many social situations having potentially irreversible consequences to intolerable limits. The need to be popular is powerful. Satisfying the need can be dangerous. Many will try to prove their manhood by smoking or using drugs. Too many have been given the impression that the ability to have sexual relationships is synonymous with maturity. Some are pleased with the resultant popularity. But emotional immaturity cannot warn of the many tomorrows which bring a desire for acceptance based upon who one is and what one believes in, rather than the appearance and function of the body.

That everyone matures in many ways and at different ages may be unconsciously recognized by society, but it certainly is denied by the examples set by adults and the pressures applied to youth to act in uniform ways. The fact that physical, emotional, social, intellectual and spiritual (need for values, beliefs, ethics, rules and etc. without specifying any given set) maturity occur at different times for the same individual is rarely discussed. The boy unfortunate enough to look like a man is then told to act like a man and of course this is impossible.

It is important to think about one's self and emerging feelings; analysis is a prerequisite to understanding and control. At times youth seems to want to stop the world and take a hard look at where one has been and could be going. Many offer the young person assistance and a variety of definitions of maturity. Too often the assistance is really to the advantage of the outsider and not the individual emerging from within. It is apparent from any experience in dialogue and behavioral interpretation that youngsters, like adults, continuously search for identity constantly asking, "Who am I?"

The question and challenge are the obligations of youth to itself and the rights offered by a free society. To find answers through one's ability to understand and the patience required for a total person approach to understanding are the implied responsibilities. Too often the ability to debate and argue against a sounding board of public opinion is misinterpreted as insight and understanding and the responsibility for self control and decision making is prematurely given to those who only wanted to practice the dialogue and intellectual arts of adulthood.

The college campus is filled with those demanding tomorrow's privileges, presuming a total person approach to understanding and behavior, because they have today's opportunity to debate and make their physical presence felt. When, in fact, their source of understanding is the one dimensioned, physically oriented education of yesterday.

Adolescence is a strange time with much to think about. Physical growth proceeds according to an inherited pattern and is relatively independent of the individual, short of how the body is cared for and protected. The growth of feelings, intellect, abstract interpretations, value systems and social relationships, on the other hand, are vitally related to a willingness to mature. Unfortunately for youth and society there is no magic age for maturity. It is not fun to be like a child when many are adults, and it is truly frustrating to look like an adult and feel like a child. It takes a boldness to look into the mirror of reality, examining the figure present and building on the observations. In fact, a great deal more boldness than is required to look into the distorting mirrors of the amusement park at the fictitious images created. The human does not consider himself an amusement—at least not the inner person.

Real Pressures From a Masquerading Environment

It is characteristic of young people to desire to project an image of maturity and sophistication. The misconceptions and false concepts of maturity which they generate and the false impressions of

usual behavior which develop can and do cause many serious reactions among peers and younger children who tend to emulate adolescent behavior.

The following narrative serves as a model for peer group pressure and its impact on the immature desiring to grow in image.

> A youngster stood gazing into the deep pool after splashing about in the shallow end. He had a growing inner uneasiness that the deep pool offered greater challenges and the potential for increased personal satisfaction and accomplishment and he wanted to explore the possibilities. However, as yet he had neither the increased skills, mental attitude, self confidence or sense of responsibility required for exploring the deep pool.
>
> As he stood gazing into the deep pool he became surrounded by his friends. They began to tease him for still splashing about in the shallow water. The youth boasted about his deep water potential, claiming many skills and suggesting an ease of accomplishment if only the management would let him into the deep pool. He complained bitterly about archaic rules and the incompetence of the management and life guards.
>
> The group enjoyed teasing him because he served as the scape goat for their own frustrations, each member of the group knowing he was in the same situation—being eager to dive into the deep pool but not being ready or knowing how. However, no one in the group would admit his own feelings, neither would the youth.
>
> Soon the group began to criticize the management and life guards and the rules. They even took over the pool and generated a great deal of anxiety and embarrassment for the management. The latter responded to the ridicule and social pressure from those supporting the rights of today's youth and the rules were relaxed. Management told the youth he could use the deep pool and the life guard was instructed not to interfere.
>
> The group jokingly threw the youth into the pool challenging him to demonstrate his skill. The youth started to go under. The management had left, the life guard was looking the other way, and none of the teasing and taunting crowd could swim.
>
> The youth drowned!

A shame! He really did have unusual potential. If only someone had helped him learn what he sensed there was to know: privileges and responsibilities must be attended by knowledge and discipline.

While it might appear that the above comments seem theoretical, the following excerpts from dialogues with 12th grade students will indicate just how valid the above model is and how potentially disastrous some of the applications of the model can be.

> The last in a series of programs on human reproduction for the senior class was over, and just in time, too, because the excitement of graduation was beginning to move the young men and women like over-heated popcorn. The subject of teenage pregnancy had been discussed, but not because it represented a leading cause of drop-outs among high school girls, for it would have been too late for those who could have benefited. Some of the more responsible members of the class had served as a reaction panel and even they were about to leave when one of the boys held back to ask a personal question. It did not relate to the problem of pregnancy as the question was phrased, but rather to something far more serious to many young people. "Last week I was hosted by some fraternity boys at the college I am planning to attend. They advised me to get all the sexual experience I could this summer so I will measure up when I start school in the fall."
>
> Perhaps this kind of statement would be amusing to some readers, but this boy had a serious pleading look, the kind of look which asked for a moment of time because no one else had given any. The boy continued, "I don't believe this is necessary. What's wrong with me?"
>
> Fortunately, the panel had not left, and the moderator asked them to discuss the issue. For an hour and a half the group was involved with the question. Does not "New Morality" free young people of a burden of such questions? Does not free sex without the involvement of love satisfy the basic needs of young people discovering manhood? It was hard to accept the new concepts as matters of fact when these young people seemed so intensely involved with the discussion.
>
> Essentially, the group concluded that there was nothing wrong with the boy. Toward the end of the discussion, the dialogue gave way to a kind of tension release humor. The panelists decided that the boy would not "get all of the experience" this summer, for now at least, it would place him in conflict with his value systems. Neither could he tell the fraternity boys their ideas were backward. So, if he were pressed by "Did you?" as well as by the need to be accepted on campus, the panel felt he would make up stories about what he had not really done. Then at some time in the future, when a researcher from the student health service asked the fraternity boys about their experiences, this boy's stories would become another statistic. "No one really tries to find out what is on a person's mind anyway." A few poorly expressive words are generally accepted as indicating the truth. The panel laughed over the prob-

able report from student health: "Increase in sexual activity on the campus."

There was no doubt that a great deal of tension had been released by the discussion. There was no doubt that a tremendous amount of uncertainty about sexual feelings and "feeling normal" were straightened out by the group discussing its own feelings and sense of values. But the laughing suddenly stopped when one of the boys asked, "What's going to happen if some high school kid believes the report and fools around even though inside he doesn't want to? What's going to happen if some boy thinks he has to have sex to prove his manhood and some girl thinks she has to be sexually desirable to be accepted as a person. Who will talk to the next boy returning from college get-acquainted parties who wants to know, "What's wrong with me because I don't think sex is necessary to measure up to manhood?"

Helping Youngsters Grow and Mature

Youngsters have five dimensions. Each dimension requires nourishment for sound growth and eventual maturity. The food required for physical growth is easily listed and includes the usual well balanced diet. The foods required for emotional, social, intellectual and spiritual development are more subtle. Who is responsible for providing the building blocks of the total person?

Individuals grow and mature, accumulate experiences, interpret and evaluate them, and eventually form related attitudes which become the basis for subsequent behaviors. Wherever one finds himself actually constitutes a learning environment and others in the environment serve as teachers.

The home has the privilege, opportunity and, indeed, responsibility for helping individual children grow and mature. The home can set an example of what constitutes a parent, husband or wife, man or woman. It is unlikely that any parent does not consider himself as functioning in the best interests of his own children. Some parents feel comfortable answering the questions of their children or helping the children seek answers; others teach primarily through example. That the home is on occasion not available to serve as an example for its children is an unfortunate fact. That an occasional child seeks relief through the personal attention of a sympathetic adult outside of the home is a fact that most teachers, guidance personnel, boys club leaders and members of the clergy can attest to and should welcome.

From any reasonable experience with children it becomes apparent that their need to be like everyone else motivate a great deal of the youngster's behavior which may be contrary to the behavior encouraged by the home. Even if children do not actually act in a manner contrary to the desires of the home, the feeling that they should be doing so can create a good deal of anxiety or insecurity.

It is the social setting of the youngsters which is most often the source of the boasting, misinformation, pressures and false concepts of maturity. This setting may be the breeding grounds for the pseudomature, for the incompletely developed and for those who should be gaining acceptance through progressive maturity, but because they cannot, seek to become leaders of children through sensational behavior.

Whosoever finds himself in a position of relating to children, as individuals or in groups, has assumed the responsibility for helping the children grow and mature in a manner which reinforces the concepts presented by the home. Even a parent supervising his child's birthday party has the responsibility to be certain that the group of children does not relate negatively to any individual child present.

Perhaps the single most important factor which warrants a school or church becoming involved in teaching the concepts underlying sex education is their opportunity to work with peer groups and generate honest communications based on the dignity of being human. When communities fail to accept the responsibility for helping groups of persons understand themselves and their relationships, group personality defects can result.

Unit Summary

While the symptoms of a community's problem may fall into a number of statistical categories such as drug abuse, sexual acting out and venereal disease and may well serve as the basis for organizing adult education of a remedial nature, such an approach to organizing education for children is inappropriate.

For the youngsters of any age in the community the most logical organizing center for education is not the problems of adulthood, but rather the needs of children, which if unmet, can lead to the problems of adulthood. The needs of youngsters serve as a logical organizing center for all behavioral education and are interrelated by the basic concepts underlying such education. In fact, relevant education dictates that the learner be the organizing center.

The task is a challenging one, requiring the use of every educational tool available. The problems of a modern society manifested through behavior can be solved. Force, coercion, legislative mandate, sitting in, and other external influences can bring about apparent change in behavior and imply a change in attitude which actually has not taken place. In fact, the reaction to external control can be such as to generate another set of problems. The test of human potential is to solve problems through education and mutual respect using the dignity of the individual and the desire to make being human something special beyond that of being a sexual being, a pigmented being, a city dweller or any other type of being.

When men make the matter of being human a high priority, the roots of bias and prejudice and abuse shall begin to disappear. Who a person is must be important to that person before he will care about what he does with himself. Who he is must be important to others, and others to him before each cares what they do to each other.

The idea is not new, however, making the idea work may be.

Unit III

The Behavioral Aspects of Education As A Basis for Placing Sex Education in Perspective

Unit III

The Behavioral Aspects of Education As A Basis for Placing Sex Education in Perspective

Total Person Concept and Behavior

In previous sections the Total Person Concept was discussed. It is important to keep this concept in mind as the frame of reference for planning educational, rehabilitative or therapeutic programs of any type for people. One of the basic weaknesses associated with many such programs is to regard man as primarily a biologic system with psychologic dimensions approached as an afterthought. Experience with any number of programs such as drug abuse, teenage pregnancy, smoking education and others, which have addressed themselves more to the biologic problems and associated physical consequences, have not affected the incidence of such problems. Programs which have begun to deal with the other dimensions of human beings find more success as measured by:

Increased self image of those in the programs.
Increased effective functioning of these persons.
Increased self confidence in planning for the future and making rational decisions.
Decrease in recurrence rate of the problems involved.

The total person concept, as previously stated, implies the use of physical, emotional, social, spiritual and intellectual dimensions of humans. However, it must be remembered that these various dimensions of the individual do not mature at the same rate. Physical maturity appears first. Social awareness and activity, a function of local environments may come long before social maturity. Intellectual maturity and the accumulation of a vast amount of information, a frequent outcome of technologic education and mass media, in no way implies analytical ability or maturity of judgment. Emotionally charged behavior, typical of the adolescent, does not imply emotional maturity which comes later. The awareness of abstract concepts appearing during adolescence and often younger, does not imply the ability to use these thoughts to develop insight and recognize the meaning of values, ethics, laws, morals, etc. This is often a product of the later decades of life.

The average 16-year-old can be thought of as physically maturing, socially free, intellectually aware but emotionally and spiritually relatively immature.

Key Behavioral Characteristics of Various Age Groupings

Preschool

a. Self awareness
b. Like to question
c. Early perceptive ability and capacity for early analysis of perceptions as shown below (f)
d. Potential for verbal skill in addition to nonverbal communication
e. Fascination with environment as shown below (a and b)
f. Limited Environment—limited to home, family, few friends and self

Elementary School Age

a. Aware of total person concept on an unconscious level
b. Questions about self and environment
c. Interested in defining self and relating information to awareness of everybody
d. Susceptible to social peer group pressures
e. Can achieve with the reward being pride in self
f. Capable of internal motivation later becoming dissipated if external rewards seem more important to people in environment

Junior High School Age

a. Concerned with all of the things which happen to self
b. Concerned with changes taking place and wonders if potential things which can go wrong will happen to them
c. Developing interest in decision making
d. Feels knowledgeable about self when asked in front of group, but not in private
e. Demonstrates influence of supposed norms of behavior which were gleaned during elementary years
f. Pseudo sophisticated
g. Demonstrates an adult-child self concept fluctuation

Senior High Ages

a. Presumes to know self
b. Seeks to become independent
c. Wants to think that what one does is because one wanted to and not because of the directives of others
d. Searches for "truths", but is often insensitive to feelings of others during the process
e. Challenges values and seeks a basis for them
f. Impatience with cliche answers such as, "it is because it is . . ."
g. Seeks to establish significance of contemporaries by downgrading the importance or relevance of all which has gone before
h. Faces opportunities for problem solving and decision making and the freedom to do so while possessing information about some of the "five dimensions of man"
i. Makes decisions about human behaviors using information about the biologic systems of people, or intellectual dimensions often taken out of context

Total Person Concept as a Basis for Categorizing Behavorial Programs

Very often, programs aimed at humans, their behavior and the consequences of such behavior, are crisis oriented focusing more upon the physical consequences or those which affect others beside the primary individual involved. Programs aimed toward the eradication of venereal disease, drug addiction, out-of-wedlock pregnancy, lung cancer and the like are good examples of this orientation of approach. Leadership in not only educational fields, health fields and sociology, but also in law and criminal rehabilitation have realized that other than biologic dimensions of people must be incorporated into the various types of programs which could be constructed to deal with human behaviors.

A youngster has the drive to grow and mature in five ways. Some of these ways may not be encouraged by his immediate environment. Not only could physical malnutrition exist but a social, intellectual, emotional and spiritual deprivation can also develop. Various patterns of behavior result and various mechanisms are brought into play by the individual to compensate for those dimensions of self he sought to expand, but did not know how to or was not allowed to expand.

Depending on the compensatory behaviors in which the individual engages various types of secondary problems may then take form. Examples of such compensations follow:

An individual may seek attention, be accepted for physical and social dimensions and later become indifferent to his original desire for recognition based on more than these dimensions. He may then follow local standards of conduct which could include stealing, sexual freedom and gang behavior, through which criminal behavior, venereal diseases and illegitimacy may result.

An individual may be physically mature, socially active because of external pressures from home, intellectually pseudomature and otherwise immature. Premature freedom for self direction may be available along with financial resources and transportation, but emotional support and values may not have been available. Experimentation and superficial flirtation with life takes place. An un-

conscious awareness that there should be more, together with emotional "hungers", leads to kicks and running away. Drug abuse, "love cults", school dropout and disturbed subcultures may result.

There are basically three categories of programs which can be defined based upon the behavioral level of the individual and the directions which growth and maturation have followed.

Level one, preventive education, involves the individual who has not brought compensatory mechanisms into play, but yet is encouraged to grow and mature in five dimensions and has the opportunity to do so.

Level two, rehabilitation, includes individuals forced to grow and mature utilizing less than full potential. This may result in gaps or deficits in self image, knowledge and so on.

Level three, therapy, refers to individuals from level two who in their reaction to themselves and their environment have developed health problems, social problems, criminal problems and others.

Behavioral education starts with broad based programs dealing with growth and maturation at level one for children, but may have to start at level two for adults with deficits in understanding the "five dimensions of man" in programs such as sex education. Persons who find themselves at level three require treatment, rehabilitation and general education to develop the insights and opportunities to realize their full potential and avoid problems previously encountered. In types of programs there should be components which deal with each of the "five dimensions of man." As previously stated: "Who I am must be important to me, before I care what I do."

Consequences of Behavior

As implied above, the physical consequences of behavior are more easily measured and often become the prime target of those dealing with the problems stemming from human behaviors. As also stated, the biologic dimensions often serve as the only framework for analyzing, studying and treating the resultant problems.

The facts are, however, that what individuals do feeds back and affects all of their dimensions even though their actions may have been physical. An individual may not plan, desire or expect that this will happen and may not immediately be conscious of the fact that it has. Sometimes understanding people need to recognize the consequences of their open behavior, and even the consequences themselves may not develop until long after the behavior has been completed.

Hindsight can be incapacitating by causing remorse, guilt, anxiety and other responses which people then seek to cope with using such mental powers as rationalization and denial as evidenced by the following illustrations:

> A girl engages in sexual relationships for popularity. No pregnancy, venereal disease or bad reputation results. She becomes popular: in cars, drive-in movies and private evenings at home. Her popularity is never public and sooner or later she discovers that being popular for the purpose of satisfying another's desires is not quite the same as being popular and desired as an individual. "She may justify herself by seeing that magazines and television and movies present women mainly in sexual terms, and yet she may feel that there is another person—a person apart from her sexuality—inside of her." She may say, "Who cares" while at the same time she knows she does care. She may try to convince herself that she enjoys physical sexual involvement when she really does not. She may even deny concepts such as virginity while unconsciously valuing them. The conflicts in the mind of this girl are not usually discussed openly over "tea" but they may manifest themselves in a lifetime of behaviors aimed at compensating for the emotional "hurt" derived from a feeling of being used. Problems which may develop can make their appearance in the physician's office, confession booth, clinic, courtroom or morgue.

The following model further illustrates behavioral consequences:

> "A tenth grader—a good student who plans to go on to college after high school—believes that he must prove his manhood by having sexual intercourse. He does so with several girls, and is not seriously warned of the possible consequences of becoming a father. He believes that this is a normal part of his growing up. But then one girl becomes pregnant, and suddenly the boy discovers, much to his dismay, that both sets of parents are ashamed and angry, and that now he is expected to act like a man by marrying her. He may do so and finish high school with the help of his parents, but then may be forced to get a job. He may be intensely resentful. He may resent the years of lost freedom, his job, his employer and wife and child. He may resent the double standard that didn't deal with the consequences of his early sexual relationships.

The consequences of behavior are due to (1) the reasons for behaving, (2) the process and product of behaving and (3) the interrelationships of both of the above with the five dimensions of man.

Drug addiction is a perfect example of this statement. The etiology of addiction is a spin off of emotional, social, intellectual, or value based needs. The physical behavior may include the use of materials which alter the biologic system of man so that the system also, in and of itself, requires further use of the material. The latter of course is what happens when one uses such drugs as morphine, heroin and related compounds. However, the former can also lead to addiction and be just as incapacitating, resulting in the deterioration of emotional, social, intellectual or spiritual dimensions of an individual.

The same principle applies to sexual behavior and its possible influences upon man; and the principle also applies, as suggested by the 11-year-old quoted in an earlier section, to the problem of smoking.

While this manual is addressing itself to the whole matter of sex education, it should be obvious that from the perspective of people, and particularly children, sexual qualities of people and resultant behaviors rarely exist as isolated entities, but should be considered as immersed within and interrelating with the "five dimensions of man."

The girl mentioned above was thinking of popularity not sex, the latter simply was a convenient form of barter.

Justifying the Consequences of Behavior

It is not uncommon for people, finding themselves engaged in behaviors different from the norm to want to bring others to follow their practices. Any youngster coming home from school with a report card suggesting poor performance has always sought to place themself in a greater light by explaining how some other child did worse and therefore by comparison he or she was doing well.

Not long ago, a 6th grader explained quite well the matter of rationalizing problems into criteria for norms by telling the story of Red Fox:

> Red Fox lost his tail in a fight and did not like the way he looked without a tail, but did not think or know how to grow another. He finally decided that he looked better without a tail and that foxes probably were not supposed to have tails anyway. He then proceeded to talk the other foxes into having their tails cut off.

Invalid Norms Influencing Standards of Youngsters

The following narrative will serve to illustrate how boasting can lead to impressions of norms which are invalid, but the impression can be accepted as true and affect the behavior of younger children.

> The topic of discussion had been drug abuse and the 12th grade class played the usual role of devil's advocate asking questions and offering arguments so predictable that their conclusions were obvious or unnecessary. Their initial estimate of how many of their own 12th grade class were using marijuana was about 50%, but after an hour's discussion the estimate dropped to less than 10%. Regardless of how accurate each of the two figures was, the difference was significant.
>
> Later, some of the same 12th graders were invited to listen to a dialogue about "Maturing" being conducted with a group of 6th graders of the same school district. The upper classmen were startled during one point in the discussion when the 6th graders seriously commented that 75-85% of the 12th graders smoked "pot."
>
> The comments of the 12th graders offered later are significantly interesting:
>
> "These kids actually believe us! Don't they know we just argue and debate for fun? Don't they know we were just asking why pot shouldn't be legalized in order to understand? Why did the papers make such a big deal of the couple of kids who used the drug? Look how it has affected the thinking of the little kids!"

What the above boils down to is that the behavior or alleged behavior of one generation becomes a filter through which the growth process and process of attitude formation of the next generation must pass.

Communication

Communication is usually thought of in terms of verbal interaction. To be certain, people do use verbal skills—oral or written, obvious or coded, to transmit most of his conscious thoughts. However, people communicate in other ways as well using techniques perhaps older than formal language or even the gutteral practices of the cave era. These other techniques encompass all of the nonverbal elements of expression, stance, posture, hand movements, changes in respiratory rate, changes in skin color, distance between individuals, relative positions of persons involved in the communication, etc.

Communication can obviously take place between persons mutually present or take place remotely by recording comments (verbal or nonverbal) of individuals using audio-visual methods currently available.

In any case, while we usually teach youngsters to understand language, in actual practice as adults we use not only formally taught language, but an unconscious awareness of nonverbal elements in daily communication. It is easy to code verbal behaviors but relatively more difficult to code nonverbal behaviors. With a little practice, however, the professional can learn to recognize nonverbal cues and use them purposefully to interpret a child's behavior. Teachers do this consciously and unconsciously all of the time, as do their students from the first day of school when teacher and student "size" one another up. Parents can often tell their child is ill simply by the way the child moves, eats, carries on, looks, etc.

Verbal and nonverbal communication can contradict one another. The examples of behavior may contradict the verbal teachings contained in a lecture. A teacher may be angry at a child's classroom behavior reprimanding the child and at the same time be so amused by what the child did that he laughed quietly to himself for a few minutes. Because the child had gotten the teacher's personal attention, and the teacher seemed amused at the child's behavior, the youngster continued to joke in spite of the teacher telling him not to any more. The teacher contradicted himself by his own behavior.

One of the most valuable uses of closed circuit television and videotape is for the recording of classroom dialogue and teacher behaviors. In this manner the teacher can discover personal strengths and weaknesses in communicating with the student and also nonverbal cues which the students project and which would enable the teacher to be more effective in interacting with the class.

While audiovisuals can serve to reinforce the development of educational concepts, add dimension to the process of study, break up the monotony of a day and be interesting, many audiovisuals are really not needed. Too frequently the materials are used as a substitute for the teacher. Too often the materials are used without asking the kinds of questions about the materials suggested in section VI of this manuscript.

The kind of relationships with students previously suggested, implied or outright stated in this manuscript, make it obvious that the audiovisual is really not necessary in the classroom. They can be useful and add dimension when used as a resource, but as just stated they should not replace the teacher. The computer can more efficiently transmit information according to individual need to the learner. However, nothing can replace the major contribution of the teacher; that of motivating interest, demonstrating the relevancy of new information, illustrating the fascination of learning, showing how information is applicable to life situations, and most of all caring whether the children learn.

By using some of the techniques suggested below, and drawing upon the nonverbal behaviors and experiences of the students in the classroom, the skilled teacher is fully aware that her 18, 25 or 40 students represent collectively the most complete and magnificent audiovisual library available. This library incorporates reality, relevancy and pupil involvement into the learning process.

Communicating the Importance of Learning

Children learning during infancy delight in praise and when the praise is offered so as to instill self pride and self confidence the children are motivated to learn further. Sometimes, with all good intentions, adults deprive the child of pride in accomplishment by coupling learning with external reward: candy, star or money. For example:

> A child worked hard in school and was excited by his new knowledge, his self discipline and then started to receive stars and the like. The student developed the notion that unless he received this external reward he wouldn't work. The reward, innocently initiated, became the goal instead of the means to the end.

Adults must measure the progress of the child in learning. Hopefully the child is measured according to that potential which he realizes. In addition, society needs to know who among its younger populations has sufficient skills in given areas to accept responsibility for specific job functions. However, when self pride is displaced in favor of grades and rewards the value and meaning of learning seems to get lost. Those dealing with both the culturally deprived, as well as the intellectually capable and still materialistically motivated, appreciate the significance of the above comments.

If learning is designed to enable an individual to understand himself, his environment and responsible decision making, then the acquisition of these

objectives should serve as learning's own reward. The concept should speak for itself. Treats have their place until they become intended for use as, or are misinterpreted by the recipient as bribes.

The Process of Communication and Some Specific Techniques

One of the areas being studied by professionals in all fields is the process and methods of reaching those with whom the professional deals and how to make relevant and meaningful those services offered, whether they be educational, rehabilitative or therapeutic. Before one can really engage an individual in any process designed to foster growth, rehabilitation or therapy, one must know where the individual currently is in his thinking, experiences, perceptions, analyses of experiences, attitudes, behaviors, self image, awareness of environment, sensitivity to others, language skills, capacity for rational thought and mobilization of defense and other compensatory mechanisms. The sum total of all of this information about an individual can be called the individual's *entry behavior*.

For a variety of reasons broadly discussed in recent literature, and rather obvious from any reasonable experience, children accumulate a variety of bits and pieces of information about many things. This happens in spite of the desires of their parents and other adults that they be protected from too much information too soon in life. Adults are concerned that other adults do not offer prematurely any information which would be incomprehensible to the child. At the same time the concerned adult, by example of his behavior and focus of interests, demonstrates quite clearly to the child the connotation of certain information and its relevance to mature adult life and relationships.

From all sources in the environment, family, peers, institutions, random individuals and modes of information exchange (television, mass media in general, word of mouth)—the child builds unconsciously a reservoir of information whose relevancy will become obvious only in the future. Of significance is the proportion of complete information based upon objectivity among what is gleaned from the environment, as opposed to fear, bias, insecurity, anxiety and less than total person orientation. This background of information, regardless of quantity and quality, is the frame of reference for the child who is to be exposed to "formal" education.

It is imperative for the successful extraction of information *from* learning experiences that the teacher identify where the student has been in his "educational experiences" prior to a given point in a continuum of learning. Only then will the teacher be able to guide the student through useful experiences relevant to the child's need to know. In simple terms, one should not try to build on ground unprepared to support the foundation. Any teacher is aware that at a given moment in time some children are more or less prepared to absorb information from further learning experiences. Even under the circumstances of ridiculous ratios of students to teachers, it is imperative that individual students be encouraged at their individual rates of learning.

It is invalid to presume that because a child (or adult) has a speaking knowledge of a given subject, he in fact knows what he is speaking about. One of the grave weaknesses in today's society is that one tends to equate verbal skill with conceptual understanding. Because two persons use the same combination of words, they are not necessarily trying to say the same thing.

In order to know the background of the student, his and her entry behavior should be determined prior to introducing new learning experiences. Otherwise the teacher cannot know whether the student knew the information before or learned it during the class experience. Furthermore, it may be obvious, from knowing the entry behavior of the student, that some students are ready for deeper study of a subject, while others had better review a previous level of information before moving ahead. In addition, the teacher will be able to tell if a given child's learning problem is related to being ready for new information or to the skills required to develop new understandings. Some children are ready for a higher level of information but may or may not be skilled in using the tools to glean new information.

It may take some time to identify entry behavior, and the rate of new information build-up may seem slow to start with, but in the long run a greater rate of learning should take place, particularly if inductive techniques designed to teach children how to think are used coincidentally.

Generating Entry Behavior

It is not difficult to generate behaviors in young people. Peer groups and advertising agencies do it all of the time by taking advantage of three categories of information: (1) knowing what an individual wants (growth in self-image and image in

the eyes of peers) (2) knowing what the individual believes (that he is maturing) and (3) knowing that the individual does not know why he believes what he thinks he believes (thinking that he is a man and not knowing what a man is beyond his appearance).

It then becomes a matter of developing any concept with youth eager to develop an identity and not knowing why or how. Examine the content of all advertisements, examine the product and the situations in which the products are placed. It is obvious that youth is buying the situation along with the product, and the seller is selling the product along with the situation. Is it any wonder why kids smoke? Such influences may be even worse than pornography.

Group interaction can identify peer group attitudes in advance and can allow peer groups to establish standards based upon the true feelings of those involved because of mutual respect and understanding. A sensitive teacher responding to verbal or nonverbal behavior can initiate discussions and help children understand themselves better.

Before youngsters can profitably discuss many of their questions, particularly those to which the community has added connotations, the class must become sensitive to the total person frame of reference and choice of language.

Language is interesting. It may be that attempts at precision reflected in various professional languages are responsible to a certain degree for misconceptions and ignorance, as well as for falsely attributing stature to a proficient user of professional jargon. Efficiency in communication indeed results from proper choice of words, but a word has meaning only if it can create a mental impression of that meaning in the mind of the listener. Children do not need a language of biology to respectfully and accurately discuss growth and maturity. The word "uterus" is no better than the expression "growing place for a baby" during the initial phases of learning.

The natural curiosity of the child eventually leads him to ask, "What do you call the growing place for a baby?" Under these circumstances, the word "uterus" has meaning. One should initially develop the simplest language that communicates and not force a language of science on children. Their subsequent verbal sophistication often becomes a mask for continued ignorance.

Very often children do not speak with ease on certain subjects, or do not even seem interested in them. From such uneasiness a teacher with a little practice can recognize that the silent student is often asking questions and is vitally interested despite his behavior; or he may have been told directly or indirectly not to question.

Given a choice between believing someone's verbal statements or believing the expression on his face and in his eyes, one would do well to select the latter. The child, whose emotional control or insight has yet to be developed, poorly controls his facial expressions, body positions and eye movements, all of which speak well for his feelings. Unconsciously we draw upon this information many times a day. It can be done consciously with purpose.

There are many who feel that the shock value of the four-letter word will make children realize that vulgarities are not a sign of manhood. Four-letter words have no biologic meaning in themselves, although some is ascribed to these words in time. Their real significance is related to their connotations. Some children have no choice in the language they use, for it is the only one available to them in the streets in which they grow. Given a chance, these same youngsters, with time and patience, will select terms which convey the facts they have in mind without the negative connotations. Children want to focus on the positive aspects of living until they find it impractical by environmental example and become calloused in their attempts to do so.

Parents can use the focus of children on positive aspects during the early years when children are apt to come across vocabulary which is unbecoming to the dignity of being human. By explaining how a person's words are a part of them, how words should be as pretty as a person, how some one can use a word meaning to be nice and the word can be interpreted by the listener as an insult, the parent can help the child learn which of the words he hears would be acceptable for his use and which to avoid. The parent encourages a relationship which allows the child to bring new words home for the parent to explain. Of course if the child picks up a 'bad' word and the parent scolds the child for telling the parent, then it is unlikely that the child will ever come home with questions about new words again.

Slang grows out of ignorance, out of a need to be different from others because of supposed different understandings and insights. Teenagers develop slang because they are unable or unwilling to accept the connotations of the established vocabulary. When someone understands a subject poorly, he can deny its importance by what

sometimes amounts to ridicule through slang. The process of discovering the new self during adolescense, and the unveiling of new feelings, is accompanied by the frustration of trying to find words to express what are believed to be innovations in understanding. Even youngsters who use the same "language" in speaking with one another may find that they are not communicating, because each has a different set of definitions in mind. If all terms can be defined and agreed upon, it becomes obvious that people are similar in their concerns.

Accepting skill in speaking as an indicator of skill in understanding is a true pitfall. It is also true that people would rather not discuss what they do not understand, and that a child as well as an adult finds it easier to relegate to unimportance whatever he does not want to admit he does not understand.

Developing a Sensitive Attitude

There are a number of attitudes with which youngsters may enter class discussions. Some represent forms of compensation.

Insecurity can be covered up as can uncertainty and ignorance. One of the most common techniques unconsciously employed is to literally laugh something off.

The first meeting with a class should make it obvious that the teacher does not miss a trick. Some classes are initially difficult to work with. A great deal of time may be required to develop a class aware of itself as a group, with a concern for the image it projects.

One should not presume anything about a new group except that it is physically present. Age, sex, appearance, verbal skill, motorcycle jackets and all of the other paraphernalia of adolescence form a shell. There is only a baby chick inside, not quite ready to be born. The child tries often to impress others, but he does not really want adults to be fooled. For if they are, who will help him understand himself, and protect him so that he is not fooled by his own behavior?

There is no child allowed to be interested in his environment, who from the age of 3 is not exploring every crack and crevice to find its secrets and reveal them gleefully to the world. Education should address itself to the curiosity of the student, motivating his interest, allowing discovery, helping him learn what he and she does not have to try to grow and what will help him and her grow, establish limits, generate discipline and demonstrate relevancy of information. People are not really different in their basic needs to know themselves, those factors which can influence them and their desire to exert some control over what will happen to them.

These concepts change little from generation to generation, only the applications vary. Today's youngsters have more time and more rapid means of communication, and they are freer to explore their world. The trouble they can get into is perhaps more serious, but the need to explore is as old as humanity.

Techniques for Reaching the Learner

The learner can be engaged as an individual or within the setting of a group in order to progress in the accumulation of knowledge and development of attitudes. Both settings have their usefulness and some comment regarding the process of learning seems appropriate at this time.

Individualized learning rates obviously represents one of the problems of education. How to enable youngsters to realize their potential at a rate suitable to their abilities, while at the same time recognizing that the learner does not exist in a void, but is affected by his peer group, family and community.

The dynamics of group interaction are fascinating as may have been implied through the dialogues of Units II and other units of this manuscript. The techniques suggested below apply as well to individuals and groups.

Group Interaction

"Everybody's doing it!" has been the battle cry of almost every person at some point in life when the peer group was to serve as the standard of conduct or of acceptance. Interestingly enough, at the same moment in time it is quite probable that each member of the peer group was saying the same thing to generate permission to do that which was intended, and to lend security to those granting permission that they too were in with the crowd of authorities.

Regardless of how mature a given child is, how well he has been reared at home, and how secure he feels in being accepted by those who love him, there is still the need to be accepted by the peer group and go along with the crowd. What is "everybody really like? Why is it that a group of sophisticated people can be made to behave with not too much prodding like an unruly mob? Why is it that people can be made to do things that under other circumstances they would not consider doing?

Where does failure of communications enter the picture? Perhaps it is when it seems appropriate to a new image of maturity and approaching manhood to brag and boast about manly acts and arts. Who is man enough to admit that he finds smoking, drinking, and having sex to prove manhood unnecessary according to his own value systems? As the twelfth grader put it, "Everybody is doing it. I don't believe it is necessary. What is wrong with me?" Even if everyone was doing it, what would have been wrong with him? The question has even more significance, since everyone is not doing it but only boasting out of insecurity, uncertainty and the need for acceptance and popularity. Someone else's need and insecurity has generated a feeling of inadequacy in others.

How can a child build a value system that he personally desires to follow, but would not admit for fear of ridicule? How will each child discover what his friends really think, when boasting is the standard and the street corner the lecture room?

Would it not be advantageous if "the everybody" understood its group personality and was just as mature in a group sense as each individual child might be? Would it not be useful to know the background of the students in the class, the ideas they had been exposed to, the situations which generate group response, the level of maturity of the group and its attitudes and sensitivities? Would it not be extremely valuable to know how each group manipulates its members because of the standards expected by the group of its members, and the weaknesses or needs of the members that make them subject to group pressure? Since much of an individual's behavior is related to acceptance by some group, would it not be of value to study these dynamics and interpersonal relationships?

Herein is the real role which the school can play in the education of the child in any area dealing with behavior, relationships, health and related topics. The home teaches the individual child, and any institution working with groups has an opportunity to work with "the everybody" which manipulates the product of the home. But how does one help a child learn?

Inductive Teaching

Many are currently exploring the field of inductive teaching. One should not presume that this represents some vast new realm of education. Socrates popularized his methods and who knows who before Socrates might have used the technique of leading a student through an analysis of his contemporary environment and experiences (without getting personal or revealing private information) to derive the answer to a question the student had originally posed to his teacher.

There are some blocks in traditional teaching to overcome in applying the inductive approach.

First:—The teacher probably was not taught that way by most of his teachers, yet recalls with admiration those teachers who were 'tough' and made the student dig out the answer to his question through research and debate and discussion.

Second:—Some persons in all professions may feel anxious when, during discussion, a student asks "why?" The student's inquiry is often regarded as a personal challenge and the teacher reacts defensively to a student who was only trying to develop insight into why things are the way they are.

Third:—Inductive teaching takes more time because the teacher is challenged to identify the student's entry behavior and find a method for bringing relevance to the discussion.

Fourth:—Inductive teaching is often open ended and the progress of the student is not as easy to measure in terms of rote memorization and traditional testing. It is conceivable that one can get straight A's in health education and yet fail in life! A student may need a grade to pass the course and graduate, but he needs no one's permission to live daily and make decisions which could end up being hazardous. Such decisions are often based on learning data which were not relevant to his environment.

Fifth:—Inductive teaching requires that the teacher be constantly on the alert for opportune moments based upon the needs and readiness of the students in his class to learn and be free to use these moments in order to generate learning, even if some other planned aspect of the curriculum has to be postponed.

Sixth:—Inductive teaching brings the teacher into the position of being the chief motivator of learning in the class room and can lend itself to individualized learning environments.

Seventh:—Inductive teaching requires that the teacher be aware of the concepts underlying the many experiences which children have, recognizing the relationships of the experiences of the youngsters to the course work in the curriculum and the experiences of previous generations.

Group Discussion

Large group discussion permits a sampling of attitudes, behaviors and peer group personality, and allows the teacher to help an entire class or grade level use growth to see how human values are derived. Certain class involvement techniques powerfully sensitize the entire group to the feelings of others. These techniques are not to be confused with those used in psychotherapy or in rehabilitation centers. The names may be similar but the interaction and objectives are different. The skills required are also of a different order.

Small groups obviously allow the individual student to verbalize more and give the teacher a greater opportunity to learn the needs of the individual. Both kinds of discussion have their place.

In any event, the teacher must develop the habit of critically observing the class, large or small, for what it is saying. The class will tell you what it needs to know and whether you are addressing yourself to its needs. A simple objective in the back of the teacher's mind is all that may be necessary.

A twelfth grade student helping to record the discussions of boys and girls in a fifth grade during a discussion in sex education observed, "They asked the same questions my class did, only the fifth graders were not embarrassed!" The student's observation was correct. No one had taught these fifth grade boys and girls to be embarrassed or that sex was dirty. Their classroom behavior reflected this point. Certainly many older children act embarrassed when discussions of sex or personal hygiene are conducted; they think they are supposed to be.

If one is subtle in introducing programs, or if because of existing biases or attitudes on the part of parents or teachers it is necessary to speak with boys and girls during separate sessions, good results can still be obtained. The boys and girls find themselves discussing the concepts underlying the topic of sex education in depth without embarrassment. Following separate discussions with boys and girls, each group is anxious to know what the other discussed. When they find out that both groups discussed the same information, the immediate reaction is surprise. But when all members of the class explore this reaction, they conclude that any mature person must know what constitutes maturity in others and must know the nature of all people regardless of sex.

The mixed group then finds itself discussing all that was covered in separate groups. Details of personal hygiene should be left to separate discussions but anything which is eventually shared between boys and girls should be discussed in mixed groups. As a rule, what people share or have in common can be discussed among them.

Any need that is felt to discuss maturation with boys and girls separately is a function of the attitudes of teachers and parents, not a function of the capacities or needs of the children. With proper group techniques, sensitization to the feelings of others, and selection of vocabulary with only positive and constructive connotations, a group attitude evolves which permits the discussion of any topic whatsoever.

Other Comments About Children's Questions

Recalling that one may ask a question verbally or nonverbally (by expression, change in position, subtle movements or other behaviors), the alert teacher can be in a position to be constantly aware of the needs, curiosities, and responses of children. Any reaction, subtle or obvious, is a form of involvement. In can be positive (intense focusing upon the teacher, decreased number of eye blinks per minute, interrupted body movement, change in breathing rates, unconscious expression) or it can be negative (boredom, yawning). One must be careful when working with older children not to be bothered by the picture of boredom which many display (to suggest to their friends that they know it all). Underneath the outward signs of boredom there is frequently intense involvement. When a child sits in class apparently uninterested and reading, watch to see how many pages he turns or even if the book is right side up. There are many games of make believe that young people try to play. They do not fool themselves; why let them fool you?

A question provides an opportunity to discuss a new topic, or to explore an old one in greater depth. A single question may allow a teacher to work into a number of different areas of understanding, especially those that are mutually interrelated in content and ramification. The teacher is tempted for a number of reasons to answer the questions asked. But what do the children already know? What is their background of exposure to the content referred to by the question? They must have some unconscious awareness of the content to permit them to raise the question in the first place. What misconceptions are already floating about the environment of the children? Finally, crucial to any proper answer—what was the child's real question?

One of the most rewarding experiences that a teacher can have in a classroom is that of taking a child's question and turning it back upon the class: "That is an interesting question. I am sure you have heard many things about this from books, magazines, or television. What are some of the things that have been said?"

Note first, that one does not ask what the children know because they may not answer for fear of making a mistake. Second, suggest a source that children can agree was their real source, even if it was not.

In this way, the background and exposure of the class can be sampled. The more verbal members of the class will respond first, sometimes just for the sake of talking, but after a time, when they find that coincident with their desire to speak they have said something useful to the class, their responses will become more serious. The less verbal respond in nonverbal ways, but the skilled teacher can draw them out just as well. When questions are answered with the contemporary experiences of the students, the answers become relevant and immediately useful. Books and other formal classroom materials then reinforce the contemporary experience. The text or the teacher only recalls yesterday's experience; the teacher uses that experience in accumulating complete information and solving problems to help students answer questions. The teacher's opinion is unnecessary—unless he needs to have his own opinion accepted for its reinforcement values to himself!

What Do Questions Mean?

Young people are limited in their ability to express themselves. Often they use available language to convey understandings which really require a different language. Their attempts may be clumsy and be misinterpreted.

More often than not they use expressions which have one meaning for them and another meaning for the listening adult. The adult attempts to answer the question which he heard and may not in any way answer the question which the child asked. This compounds the problem by introducing information the child was not spontaneously ready to consider by himself. One can offer too much too soon by not checking the child's entry behavior.

What Do Questions Imply?

Often because questions challenge the basis for laws, morals, or ethics or simply the rules which parents have imposed on their youth, the teacher may feel threatened by seemingly rebellious youth. Certainly some children play games with adults, just as adults do with each other. However, more often than not, rebellious sounding questions coming from children eager to mature and aware that there is more to understand than that to which they have previously been exposed. They are impatient with themselves and also others to whom they must turn for privileges, and insensitive to the feelings of older persons.

The questions may represent a stage of intellectual growth in a child immature in most other respects. One must not forget that a prerequisite to responsible decision making is an opportunity to wonder, question, debate and learn how to function in the presence of many pressures. Youth need a practice environment for the intellectual arts before they are placed in a position of having to make a decision and follow it through.

Why Children Ask Questions

It is common in discussions with a parent community to find some who suggest that sex education is inappropriate as a school wide function because their child and others may not be ready. "My child never asks any questions!" Beside not knowing what about sex education is appropriate for their child, and having fallen prey to those who would exploit and misrepresent the goals of school and community, these people are not aware or choose to ignore some critical aspects of their child's behavior.

Youngsters ask questions verbally and through their behavior. A child stops by the door and listens . . . Why? A child reading or playing, stops for a moment to look at something happening on the television screen . . . why? A child walks into the living room, stands by dad reading the paper, becomes restless when dad looks up asking what the child wanted, and then walks out saying, "nothing." Dad says the child never has a question . . . why did he or she walk into the room? Children may not ask questions because they discover when they are very young that there are some categories of information which their parents would rather not discuss, and so the child either learns not to ask, or privately turns elsewhere for information. Some children may have no questions because their parents have unconsciously anticipated the questions and provided answers in a subtle manner coincident with other activities in the home.

Some children may not ask questions because they come from retarded environments, other children may not ask questions because their capacity for inquiry is limited through retardation or illness. Some children have the capacity to think and desire to know, but may not ask questions because they have been teased and ridiculed because of speech, language limitations or other disorders that they have decided it is easier to not ask questions than it is to be teased by loved ones or friends.

Normal children, in fact all children have questions based on their capacity to be aware and the freedom they have to explore the world of stimuli surrounding them daily and the opportunity they have to develop intellectual skills in their home and community. Many feel that the range of subjects implied by the children's questions precludes their trying to answer them and sometimes they discourage questioning so as not to be placed on the spot. One of the healthiest experiences for a child is to have an adult tell him that the adult doesn't know the answer and will have to look it up.

Concepts and Applications

There is a difference between telling a child what thoughts to have and teaching a child how to think. Without a doubt a youngster must have certain educational tools to work with. Facts serve many purposes. However, the child aware of the basic understanding which underly the facts is in a better position to appreciate the interrelationships of knowledge and perhaps discover new insights in time which have never been discovered before.

The following example demonstrates conceptual teaching:

> A five year old was playing with the little toy on which are suspended five steel balls. The toy demonstrates Newton's law of action and reaction. The child asked what the toy was and was asked what he thought. She didn't answer but proceeded to play with the steel balls and observed their behavior. She then exclaimed "What ever I do to the balls on this side happens to those on the other side!" Which is, of course what Newton essentially said when he first made the same observation in a different setting. The child asked what the steel balls were and was told they represented people. The child was told that whatever the person on this side did the person on the other side did in return.

The child developed the beginning of understanding. The concept of action and reaction applies to many life situations involving nonliving and living objects, and to philosophies and sociologic movements as well as the basic sciences. The physicist teaches one application; the sociologist teaches another. The details may vary but the basic principle remains the same. It takes a secure individual, comfortable within his own discipline to recognize the interrelationships of his disciplines to those of other individuals. During most of the school years youngsters do not have the background to study a subject for the sake of that subject and they do not have the level of self definition to study a subject for the sake of determining a career. Subjects can be used to help children develop basic understandings about themselves and their world.

The basic understanding may be of something specific like an object . . . the concept of container, or of something complex like a function and interaction . . . action and reaction.

A child may be able to verbally explain his awareness of a concept or the teacher may have to rely on the child's behavior to demonstrate that he is aware of the concept even if he can't explain it himself.

Unit Summary

The development of sound programming in human behavior and the many divisions of behavior which communities care to explore and control, requires an appreciation of the total person concept, how the individual grows, how attitudes are formed, how and what behavior means, how people communicate, how people interact, how persons can be drawn out to discuss their problems without being hurt or embarrassed in the process and the nature of understanding.

It might seem that an interest in sex education has led the reader to study more than he cared to explore to begin with, but if the goal of the reader's interest is the learning of his students, it is hoped that the reader will recognize the significance of this section.

One of the main reasons for confusion over the topic of sex education is that the rehabilitative or even therapeutic educational programs for adults are not the same as the basic educational requirements of the child. Appreciating the differences between these basic types of educational programs is vital to sound planning and a community which can rationally support the functions of the school.

Unit IV

The Learning Environment of the Student: A Guideline for Determining Who Should Act As the Teacher

Unit IV

The Learning Environment of the Student: A Guideline for Determining Who Should Act As the Teacher

The Responsibility For Helping Children Grow and Mature

Throughout this manual there have been numerous comments regarding the environment in which learning takes place. Information which affects the growth and maturation of any of the individual's dimensions (physical, emotional, social, intellectual or spiritual) is accumulated from the home, school, church, street corner activities, television presentations and any other situation in which the individual finds himself. The individual may be in these situations because of his own choosing or because of the influence and decisions of others.

The responsibility which the home has toward helping individual children develop a keen self image, self confidence, the basic concepts of growth, a feeling for a sense of values and other such insights has been emphasized. The fact that the growth and maturation of the individual is constantly affected by his peer group and also by the behavior of those among whom he travels daily has also been pointed out through examples of dialogue previously discussed.

Who ever finds himself in a position to work with individual children or groups of youngsters,

regardless of their age, regardless of the situation and regardless of the primary discipline in which the adult may be trained, has the opportunity and indeed the obligation to foster responsible concepts of total person growth and maturation. Such fostering of concepts can offer the reinforcement required to enable the basic values of the home to have greater meaning because they seem to apply to life in general rather than just the home environment of the child.

Even though formal education has been assigned to the school many individuals have a contribution to make in the learning process of children and youth. Parents, teachers, members of the clergy, health professionals, social workers, guidance personnel, counselors, law enforcement personnel, media specialists, recreation directors, youth leaders, news reporters, business leaders and advertisers all have a profound impact on youth. They can use this impact in many constructive ways to encourage the development of self confidence, self respect, respect for others, an understanding of one's self and other such insights. However, if they are indifferent or feel that their personal impact on youth is immaterial they can allow bias, myth and the development of false concepts through pressure and exploitation to continue and even grow. Such are the alternatives which the potential influence of society can have on its youth.

The question is not whether a multidisciplinary approach to any form of behavior education including sex, drugs, exercising, diet control and so on, should be instituted, for it already exists independent of formal planning. The real question is how this total environmental influence can be used constructively, in a coordinated manner to the betterment of individuals, their families and the total environment.

During a discussion about those factors which affect a person's growth, a group of children in kindergarten said:

> We eat meat and eggs and fish and fruit and vegetables and drink milk so our bodies will grow well . . . we eat different kinds of food so the different parts of our bodies will have all the things they need to grow and be healthy . . . but other people are the food and our ideas and our beliefs and our feelings and our ability to get along with one another.

The children may not be aware of the expression, multidisciplinary influence, but they are aware of the idea and what it means.

Instruction in the multi-disciplinary areas should be handled by teachers in the respective areas. However, because of this diversity of instruction it is recommended that coordination of the total program be the responsibility of one person who in all probabiilty will assume this responsibility as an additional duty. Standards for teachers of sex education have been approved and endorsed by the Secretary of Education.[1] It is suggested faculty be selected and adequately prepared in accordance with these standards.

Learning Environments For Growth and Maturation

The Home

No other force so profoundly affects a child's learning and the eventual outcome of his educational process as the home during the first five or six years of the child's life. Through example the parent or guardian enables the child to recognize the difference between various levels of maturity. They enable youngsters to begin to recognize the similarities and differences of people and to identify in a beginning manner with mother or father figures and other adults.

The child becomes definitely aware of adult roles, values, responsibility and develops very definite, though rudimentary concepts of self and others. The normal process of learning about self and one's physical, social, emotional, intellectual and spiritual functions and behaviors offers a parent many prerogatives.

The parent has the delightful opportunity of teaching the child proper language void of double meaning, bias or prejudice and of helping the child develop a sensitivity for feelings without generating fear or embarrassment. The parent's reactions can encourage a child to continually use the parent as a soundingboard for growth in understanding and can make the child feel free and comfortable in coming home with the many potentially sensational and confusing comments heard on the street. The child can, therefore, begin to learn what compliments him and what would take away from his dignity.

The home has the opportunity of helping the child learn about himself, his world and the beginnings of responsibility and decision making. This in no way should imply a permissiveness of behavior or discipline. On the contrary, a child who

[1] Bureau of General and Academic Education, *Recommended Standards for Sex Education Teachers*, Pennsylvania Department of Education, Harrisburg, Pennsylvania, 1969.

does not learn discipline will find learning anything else difficult. Discipline can be taught by using a child's sense of pride and growing self image as a lever rather than fear or external treats as a lever.

Some parents will feel comfortable in answering the questions 3-6 year-olds may ask about babies having little brothers for the older ones to play with, why dogs and cats do not get married and people do, and the myriad of other things children may ask about. Other parents, because of their own background readily admit that in spite of their honest desire to answer the children's questions they still feel embarrassed. Such parents often find the adult education classes offered through schools, churches or community centers to be very valuable.

The parent has the privileges of helping a child learn, helping a child feel the excitement which comes from asking why and getting answers which offer assurance that there are reasons for things, and seeing the self confidence which evolves from new knowledge. The recognition that parenthood implies a willingness to help a child grow to independence is one of the obligations of those rearing a child.

Eventually children become aware that people outside the home may have other sets of values which seem to differ from those of his or her home. The child is often too immature to know that what appears to be different may represent different ways of doing the same thing. Youngsters seek to test their awareness and attitudes against their expanding environment. Some parents interpret the child's questioning their directives and values as rejection or rebellion, when probably neither of these phenomena are actually taking place. Intellectual growth is occurring in the face of limited emotional maturity and relative immaturity in the sphere of value judgments and the development of beliefs. It is for the latter reasons that the environment which allows for debate and dialogue should also be one which carefully regulates behavior and freedoms.

There are many influences which the parent can exert in the home affecting the child whose environment does not extend beyond the home. Later, other influences can be exerted in the community as the child's environment for living and growing expands towards the size of an adult's world.

The world beyond the home has been organized for the convenience of man into many institutions. While formally existing institutions, such as the school or church, do affect the growth and maturation of society's children, it must be remembered that society as a whole, unstructured or structured as the case may be, also affects the understanding of children. While the teacher or juvenile worker may care to explore their role as professionals in relationship to helping children grow and mature, it is important to remember that the same people, together with the individuals who are the child's parents, become in other situations just a passing face in the crowd. Therefore, their behavior, examples of interest, casual remarks, choice of literature, expressions offered in reacting to humorous situations and so on will affect the child who happens to be passing by. This is in fact what has compounded the problem of sex education.

The Church

The values first sensed in the home by children observing the examples of other family members evolve under the guidance of religious leadership into the basic concepts sustaining religion. Although children may participate in religious practices while they are young, their full meaning obviously cannot be appreciated by the youngsters until the dimensions of abstract thought and emotions begin to mature. Concepts of self, the human as the basis for values, ethics and morality all grow in the environment of religion. While the world's religions may vary in the historical events while each may recall to prove the significance of beliefs and practices, and while the practices engaged in to bind people together in their beliefs may vary, still the basic concepts of the dignity of man are shared by all.

The church can offer programs dealing with behavioral problems, attitude development, child development, planning for the responsibilities of parenthood and other such programs which help today's parents more effectively relate to their children. Forums can be conducted allowing parents from the community, regardless of faith, to gather and foster a community environment which would encourage the most constructive types of child and adolescent growth and maturation.

Programs could be offered to teenagers and young adults allowing them to discuss the problems with which they are confronted. In this manner the young people may be able to discover the information they need to make responsible decisions and place misinformation and sensational commentary in perspective before they are in the social setting which demands decision and behavior.

It should be cautioned that the practices of the intellectually maturing, exhibited by emotionally immature youth in questioning and challenging adult values and morals, should be interpreted as a stage of growth in understanding. People who do not know the basis for their beliefs and practices may find difficulty defending themselves in the face of challenge by those making light of responsibility and insight. What better place to learn how to analyze contemporary life, understand its etiology and the lessons to be learned and to discover the basis of values than through seminars offered in religious institutions. One need not discuss further the security which evolves out of discovering the contemporary relevance of faith. The key word is discover; the discovery process is dialogue and debate. It is not necessary to act out inquisitiveness, explore curiosities or experiment to learn. These are all second choice techniques when the opportuinty to question and discuss are not available.

The School

The schools deal with all of the community's children. Individual teachers, because of their own readiness to be available to children with personal problems, may offer individual guidance or counseling. Perhaps the school's greatest potential is often reflected through its relationship to peer groups, their attitudes and behaviors. Learning the traditional "three R's" is one thing, learning how they enable man to realize his potential is another.

Professional educators do have the opportunity and ability to add dimension to the understanding demonstrated by the example of those less skilled in helping children learn. Where the parent is less comfortable with educational techniques or content information the school can effectively supplement the teaching of the home, but cannot replace the teaching of the home. As previously pointed out, some parents who feel uncomfortable with their lack of readiness to answer some of their children's questions or explain some of their children's observations will often become somewhat anxious and try to minimize their anxiety by rationalizing: "Well, anyway, my child isn't ready to know anyhow!" The types of adult education referred to in previous sections appeal to many parents who delight in their post seminar ability to communicate with their child and help the child learn. Often advisory committees generated by the schools serve as liaison with other community groups for purposes of expanding the scope of individuals who become better prepared to constructively relate to their children.

School can serve as a resource to the family in order that the family may more effectively relate to its children; it can serve as a resource to the community developing constructive community-wide programs for its youth; and it can serve as a resource to the parents in educating their children. The potential is exciting. Realizing this potential requires the wholehearted and generous support of communities which expect the above range of services from its educational institutions. Incidentally, the cost of such services is probably very inexpensive compared to the cost of dealing with the consequences of inadequate education.

Generalists and Specialists

While some individuals by virtue of their particular background and experience, either practical or didactic, may volunteer or are requested to assume the position of specialist and serve in the capacity of leadership for program development, it should not be presumed that they are the only ones with sufficient knowledge to help youngsters understand themselves and their world. In a sense, the latter point is really what being a parent or professional educator is all about. The same sincere desire to help youngsters grow and realize their full potential as responsible adults, the same common sense and the same honesty which leads one to seek assistance in areas in which personal skill or expertise may be lacking; that is, the same characteristics which represent responsible parenthood also belong to other adults who choose to relate to children as a profession.

An occassional individual, whether parent or member of any other discipline relating to children, may be so handicapped by personal backgrounds as to be unable to effectively and constructively relate to youngsters. However, this point should have never been allowed to overshadow the fact that the overwhelming majority of all adults can effectively help children mature.

Persons involved in any program should understand enough about the program and about themselves to be able to function objectively and constructively. This represents a first level of achievement which one should have regardless of discipline. Such achievement may be the result of general experience or special pre-service or in-service training.

Other levels of achievement are based upon the relative skill one might have in explaining the educational principles (concepts) to others, using relevant learning experiences. One may find that

while he can teach children, he may feel uncomfortable or lack the confidence to teach adults. Others may gradually find that they can not only teach children, but can also help their colleagues or other adults outside their profession learn the content or educational techniques involved in the program. Still others may enjoy helping communities explore new educational programs and have the patience and composure to relate to general community audiences who may represent a wide range of educational, social, emotional and spiritual backgrounds.

It would be worthwhile to remark a little further upon the first level of achievement mentioned above. Before any adult could help a youngster discover insight, he and she really has to be in the process of recognizing his and her own potential as an adult. He and she must develop sufficient information as an individual and overcome any personal reservation because of past unpleasant experiences about relating to young people.

Some adults, although very few, will require so much time through in-service to place into perspective unpleasant or traumatic past experiences that sufficient time to realistically accomplish this goal is not readily available. Such persons should not be asked to directly participate in programs dealing with behavioral subjects. If any individual does not feel suited intellectually or emotionally to relate to youngsters in the area of growth and maturation and related behavior, it would seem unwise to involve them in active participation in such programs.

It is important to point out here that as one examines the basic concepts which underly a given subject or discipline, it is revealed that most educational subjects teach similar concepts while using the experiences of that subject. Teachers often find that they are mutually reinforcing and supplementing the educational activities of one another. Whether one is a specialist or generalist is immaterial: that all discover they are members of the same team, working within the time span of a youngster's development to enable the child to understand himself and his world, however, is imperative.

Science and the Humanities

The language of growth and maturation is usually equated with the language of biology. It is not uncommon to find that many insert the study of growth and maturation into the curriculum areas dealing with biology, biochemistry, physiology, health education and other similar educational areas. Sex education, drug education and other behavioral educational entities also find themselves allocated to the above courses for study.

There is no question that the courses dealing with science or health education do offer a logical opportunity to look into growth and maturation behaviors and underlying attitudes and motivations. It is hoped that in those educational settings where growth and maturation is incorporated into science, the teacher would use the subject as a means for discussing the total person. A knowledge of biology does not offer a knowledge of people. The latter does not require a very sophisticated awareness of biology.

One of the major areas which could be strengthened in education is the opportunity for curriculum to tie together all of the subjects studied and to analyze them as an integrated whole from the point of view of contemporary problems and our modern world.

Demonstrating that man is an individual, interrelating education about physical dimensions, emotional and social dimensions is imperative. If there is in fact any sort of gap in the world today, it most certainly is a function of failure of communication and failure to recognize relevancy and the interrelationships of knowledge.

Whether one initiates a study of humanity from its cellular components or its artistic creations, the end result should be a study of humanity as a total person. Few youngsters at the high school level are so developed as individuals that they are prepared to study a subject for the sake of the subject alone. At this level the overwhelming majority of youngsters are still at a level of development which suggests that the subject should simply be the intellectual lever opening the door for studying man as a total person.

One might almost summarize the above by suggesting that the bias and interest of the individual be used as a magnifying glass through which man may eventually be discovered.

Health and Physical Education

It should not be automatically assumed that the health and physical education instructors are experts in sex education or for that matter experts in both of the fields mentioned. That many physical education instructors have become expert in health education is more a matter of individual interest and experience rather than specific training in preparatory institutions. While health and physical education have become married to one

another through the years, many communities and educational systems are developing separate departments of instruction with teachers trained specifically to deal with one or the other of these fields.

In many ways the physical education teacher is in a unique position to relate to youngsters. Few teachers in a school system come into as close a personal contact with youngsters as does the physical educator. Track and field, gymnasium and locker room experiences; all encourage youngsters to look upon the physical educator as a "friend" and many youngsters more readily discuss problems and concerns in this environment than in others within the school. The physical education instructor, therefore, in concert with the other staff in the school, and whoever is coordinating the programs in human growth and maturation can all work as a team to help the youngsters learn about themselves.

One of the major pitfalls confronting those to whom youngsters look as one of the "gang", is becoming just that. Youngsters need individuals to whom they can look as mature and well adjusted individuals. They may think it is funny and laugh if the teacher or other adult uses the slang or four-letter words developed by kids who do not have the guidance to develop a more sophisticated language. However, later they feel somewhat concerned when the adult to whom they turned for advice turned out to be another kid.

Instructional Media Specialists

A vast array of audiovisual materials and sophisticated equipment for displaying the material is currently available to educational institutions and the individual home environment. Special learning centers, instructional materials centers, learning modules, computerized instruction, programmed instruction all have contributed to the development of a new specialty, instructional media. The library sciences closely relate and indeed become an integral part of this specialty. The professionals serving this area can play a vital role in helping to make available, evaluate and suggest the best materials and facilities to reinforce programs in human growth and maturation.

Media specialists, aware of the background of information required to fully appreciate and understand the many audiovisual materials becoming available in the field of growth and maturation, can help other teachers select the appropriate films, slides, books and etc. which will reinforce the learning already taking place in the classroom. Media specialists can encourage teachers and others using the materials to identify the entry behavior of the youngsters, contrasting this with the entry behavior required to view the materials. Media specialists can also provide a forum for materials analysis and conduct adult education seminars or in-service training in the use of such materials. Many teachers are surprised to find that when they have discovered the background required to understand certain films, and develop the background in their students, the films become unnecessary.

An 8th grade teacher once sought to locate a film which would introduce the matter of dating, because she thought her class of girls should learn about this developing interest. When asked what she needed a film for, the teacher suggested: "Introductory purposes." In a moment the teacher was reminded that the girls at this age talk about boys and dates, and have been for a couple of years and that she could achieve her educational aims if she would simply allow the girls to discuss in class the problems they discuss on the way home.

In summary, instructional media specialists can help their colleagues avoid the pitfalls of planning education around available audiovisual resource materials instead of the educational needs of the learner.

Social Workers, Guidance and Counseling Personnel

Professionals working in the fields of social work, guidance and counseling have the opportunity to deal with many family or individual problems growing out of the interpersonal conflicts, illnesses, financial stress, difficulties in achieving goals, lack of motivation, lack of opportunities for realizing potential, emotional problems, compensatory behaviors, etc. They also have the opportunity of conducting individual or group discussions which offer persons involved the background of understanding necessary to prevent such problems from developing to begin with. It is important to recognize that as adults we may have available to us information about the range of behavior, from normal to bizarre, which may be beyond the needs to know, let alone the ability to comprehend, of many children or adults to whom we may relate.

The opportunities present, which allow the professionals referred to above to relate to young people, should be used to generate an understanding of the total person. Fear approaches,

guilt laden dialogues and other such techniques for generating proper behavior or preventing what might have been inappropriate behaviors really do not generate the dignity an individual needs to function constructively. Professionals in these fields can offer the guidance which schools and communities need to first recognize the value of programs dealing with growth and maturation, attitudes and behaviors, and to then develop the background of understandings necessary for developing and implementing learner oriented education.

Medical, Nursing and Other Health Professionals

The separation of health behavior education and health care into unrelated and often noncommunicating disciplines is most unwise from the point of view of the recipient of both categories of services. The health needs of a community, whether they are therapeutic, rehabilitative or preventive, can be identified by those rendering services and offering care. These then can logically become the source of information for logically planning education. As has been pointed out repeatedly in other sections, a disease or problem oriented approach to education is to be discarded in favor of an approach to education based on concepts of positive health.

If facts were sufficient it could be presumed, since almost everyone is aware that smoking is associated with a higher incidence of lung cancer, heart disease and emphysema, that we are living in a society of non-smokers.

Health professionals can offer through their offices, clinics or other institutions dialogue opportunities for their patients, group of patients with similar problems, for the families of their patients or for groups from the community at large. Further, the health professional can serve as a resource person to the many programs described in a following section. Their effectiveness will be directly related to their ability to use special knowledge about medicine or health as a tool to help youngsters think of themselves as total persons. If the health professional uses his field to teach his field or to impress his audience with his knowledge he may well be the wrong resource person.

Each member of the multidisciplinary team working with young people should be prepared to use his discipline or specialty to help young people understand themselves as total persons, mutually supplementing and reinforcing the efforts of the other members of the team.

Juvenile Workers, Law Enforcement Officers and Related Personnel

Many persons in these categories are tempted to use their experience with the problems of youngsters in such a way as to present what may turn out to be a rather sensational, entertaining yet irrelevant educational presentation. These approaches to dealing with sexual acting out, drug abuse, alcohol misuse, delinquency and other matters might well be discarded in favor of one based upon the needs of persons to grow and mature. The Juvenile Division Officer may well use his knowledge about the pitfalls of adolescent behavior to help youngsters discuss their peer group practices, the criteria for maturity, standards of behavior, the motivations and consequences of behavior and so on.

News Media: Radio-Television-Publications

Very few organizations or individuals have the potential for reaching the vast number of persons daily influenced by the news media. However, the potential of mass media in dealing with behavior and attitudes, while preserving freedom of the press and of speech is almost untapped.

It would be of vast benefit to the general audience to see and hear programs on growth and development, attitudes, motivations, individuality, the factors underlying some of the problems of our time and programs teaching how to break down communication barriers through focusing on the commonality of man rather than the differences. Forum and group dynamic sessions dealing with behavioral problems, getting beyond the usual generation gap special problems or drug abuse and new morality essays or reports, would also be of value.

In a word, mass media can be used to help people understand themselves and one another. It can help people understand their environment and learn how to control the forces which influence them. Mass media can focus on the constructive behaviors of society and help viewers become as eager to hear about the child who achieved as the one who got into trouble. The emphasis of reporting induces a pattern of preference for various types of news. For example: A major city television station wanted to report on a meeting of the sex education advisory committee of that city's school system. In order to hold the attention of the 6:00 p.m. news listening audience the following opening tease was used: Birds, Bees, Babies and Birth Control—What are the schools doing about sex education?

The schools had matured in their thinking beyond the concept of birds and bees—a cliche paying lip service to concepts of yesterday. The schools certainly were not thinking of involving the subject of birth control. Yet the newscaster unconsciously used the associations of his own thinking to dramatically introduce the 6:00 p.m. news and created a problem of misinformation through insinuation and dramatic journalism. The amount of time required to undo the faulty impressions generated by his introductions was unfortunately and unnecessarily great.

Unit Summary

Youngsters need to see the total picture of individuality, fragments of which are viewed by those educating minds, training bodies, correcting disease, reporting actions and dealing with other dimensions of humanity. Can we as adults pool our resources, our skills and our attitudes and help youngsters understand themselves as physical, emotional, social, intellectual and spiritual beings, understand their world and how to achieve their potential and control their efforts through responsible and rational decision making?

Adults serve as the example of human potential for observing youth. What example can we project which speaks well for the "dignity of man?"

This question is addressed to everyone who stands before young people and says by his presence: "Look at me, I am an adult!"

Unit V

Designing A Curriculum Which Places Sex Education into Perspective Using the Learner As A Frame of Reference

Unit V

Designing A Curriculum Which Places Sex Education into Perspective Using the Learner As A Frame of Reference

New Direction in Health Education

Other sections of this manual have referred to some of the previous and even current practices of structuring a curriculum to deal with sex education. Practices have varied from complete omission of any form of sex education to units of study dealing with growth and development, menstrual hygiene, reproduction and less frequently, socio-emotional growth and related areas of behavior. The units have a tendency to stress the physical dimensions of adolescence and reproduction although the discussions often drifted into areas for which the students have more concern: attitudes, boy-girl relationships, responsibility and etc.

Previous sections of this manual have also suggested that a study of the growth and maturation of the total person, the influences with which he is confronted and the environment in which these are located, serve as a sound and logical starting point for the development of any form of behavioral education. Eventually one is confronted with the need to prepare some type of curriculum to serve as an educational guideline.

To assist schools in implementing health curriculum a comprehensive curriculum guide has been developed.[2] This guide presents a program

[2] Bureau of General and Academic Education, *Conceptual Guidelines for School Health Programs in Pennsylvania*, Pennsylvania Department of Education, Harrisburg, Pennsylvania, 1970.

that will assist in developing concepts and objectives, new and old, and hopefully, to be of practical assistance in the development of an individual wholly aware of his own human dignity and mindful of the dignity of every other person. A foundation for sex education in comprehensive health education may be developed from the specific and related sex education instructional units. Units in Family Relationships and Human Sexuality form the basis with Heredity and Environment, Mental Health, Anatomy and Physiology correlating in content.

Conceptual Structure in Curriculum Development

As information increases in all spheres of education, it becomes apparent that there exist underlying principles which manifest themselves in different forms in different subjects. This is much like saying that when humans only had available a bark cup, the cup was also called a container and the cup and container were synonymous. As human beings discovered different objects such as cups, pans and buckets, it became obvious that even though they were all somewhat different, they were also the same in that they were containers. One originally would have spoken of the concept of the cup, the concept of the pan, the concept of the bucket and so on. Now one more appropriately speaks of the concept of the container and its many applications such as cups, buckets, etc.

Often understandings are labeled concepts when in fact they are applications of what a broader educational base indicates is more basic understanding.

For example:

The Golden Rule is often identified as a concept; so too is Newton's Law describing the equal and opposite dimensions of physical actions. Yet an examination of the basic understandings involved suggests that both of the above are not concepts for something more basic can be stated—Actions generate reactions—This concept applies to interpersonal relationships, cultural relationships, physical relationships, political relationships, and so on.

A youngster, encouraged to examine new information for the basic concept involved, will begin to appreciate the interrelationships existing between the various ideas, topics and problems which he studies. It is quite probable that when the student learns the relationships between known dimensions of two different areas of study he may actually discover previously undefined relationships between other areas of study. Appreciating the conceptual basis of knowledge is imperative not only in scientific fields but also in socio-political studies and the humanities.

Learning Experiences and Entry Behavior

It might be well to emphasize that while traditional curricula suggest a specific set of learning experiences for the pupil which are designed to help the student develop understanding and conceptual insights, that these are not in fact the only experiences which can accomplish the educational goals in mind. It might be better to interpret the suggested listing of learning experiences as examples of the type of pupil activities which could lead to the understandings desired.

The professional educator, aware of the concepts implied by the suggested experiences, and aware of other forms of application the same concepts might take, can easily substitute one learning experience for another depending upon the needs of his students and their readiness to learn. It is entirely possible to use the daily activities, behaviors or experiences of the student in order to convey an appreciation of most, if not all, of the educational concepts known.

This latter practice is often unconsciously engaged in by teachers and others who listen to what seems to be irrelevant and 'icebreaking dialogue' and use its contents to initiate a learning process. Whether one plans learning experiences or uses those offered by the student it must be stressed that the emphasis should be placed on discovering the underlying educational concepts as well as how they apply to various situations which may be encountered.

For example:

A teacher may have been planning to study chicken bones in order to help the students discover some of the functions of the skeletal system: support, protection and etc. Coincidently a child happened to bring into school his pet turtle and the teacher was able to use the discussion about the turtle shell to help the children discover the same ideas she had planned to derive from a discussion of chicken bones.

Sequential Learning:

Horizontal and Vertical Educational Interrelationships

Not only is it of significant educational value for youngsters to interrelate the subject matter being studied in a given semester or during a particular

school year, but it is also of infinite value for them to recognize the repetitive nature of the learning experiences accumulated over a progression of years. An examination of the different educational experiences and the courses within which the experiences are offered leads one to recognize, that besides becoming aware of specific topics, subjects, careers and etc., one is also given the opportunity to develop a progressively deeper appreciation of basic concepts in life.

A child may speak of making friends with the child next door because he is a nice person, not because he has a sled . . . he may be 5.
A boy may like a friend because he is special and not because his father will take both boys camping . . . he is 10.
A girl may be liked for who she is and not because she has a swimming pool . . . she is 15.
A boy is accepted for who he is and not because he has a 'cool set of wheels' . . . he is 17.
A woman is considered a valuable friend because of the nature of her total personality and not because she serves on the city council.

While the situations and experiences incorporated into the situations varies with age, sex, social situation and so on, the basic concept remains the same although an appreciation of the concept grows and new experiences reinforce the validity of the concept:

Being accepted for who one is rather than for a combination of characteristics useful for the purposes of another.

The use of an increasing circle of related yet more complex learning experiences to develop a conceptual understanding and reinforce this understanding is currently implied by the expression *sequential curriculum.*

Behavioral Objectives

Not only do newly emerging curriculums encourage the use of the conceptual approach to learning, the use of sequential learning techniques for reinforcement and more indepth understanding, the use of the student as the source of relevant and appropriate learning experiences, but such curricula also suggest the establishment of behavioral objectives as indicators of learning.

The latter point is related basically to the process of testing. How will the teacher know what the student has learned. Formal testing is a practice as old as education itself, but its limitations are well known. In a constant search for practical methods which will demonstrate knowledge and understanding, the focus upon behavioral objectives evolved.

In a word, the behavioral objectives tied to learning experiences suggest what the learner should be able to do as a result of the information he has learned.

For example:

A child may or may not be able to explain the many courtesies implied by the word polite; an expression derived for a study of the interrelationships of people. Yet the same child may hold a door for another student instead of letting it slam in the person's face. The child may raise a hand instead of calling out. The list of behaviors is really unlimited, although it is realistically defined by asking one's self what opportunities exist in the daily activities of the student to demonstrate that he understands the meaning of being polite and the courtesies involved. The listing becomes the basis for the behavioral objectives. The behaviors which could be recorded may be purely physical in outward appearance but could be interpreted as reflecting values, thought processes, social awarenesses or various kinds of emotions.

The Subject or Student as Organizing Centers

Most education is organized around subjects for its practical simplicity. When time is left in the curriculum for coordination of the subject organized approach in terms of the educational interrelationships and contemporary need, relevancy results. The latter also occurs when the organizing center for education is the student; initiating the learning process from problems confronting the student at a given moment. This approach requires varying degrees of restructuring the educational environment and the process may or may not be realistically within the grasp of many school systems at the present. In either event, all teachers are encouraged to use what ever means and opportunities available in their educational institution to integrate knowledge and understanding, leading to a conceptual awareness of the world of the student, as demonstrated by the student's behavior.

Concepts Underlying Sexuality Education and Family Relationships

There are many topics which teachers recognize as related by title to the study of sexual attitudes and behavior or to the study of family life and family living. Those unfamiliar with the differences between education for adults and appro-

priate education for children of varying ages may falsely conclude that information about marriage, sexual relationships, pregnancy, birth, family planning, child development, child care, various types of love, heterosexual and homosexual relationships, perversions, premarital and extramarital sexual relationships, impotence, frigidity and other topics of general informational value for informed adults should be presented to their children. Of course this is not the intention of learner based education about human behavior, but could be a concern if education is planned around some of the problems which adults have because when they were children, information sufficient to prevent such problems was not available.

It is suggested that adults planning to develop sex education programs examine the problems with which the adult community is faced, identify the concepts underlying those problems, and then examine the world of children for examples of their experiences which represent other applications of the same concepts.

For example:

Adults may be concerned with the emotional consequences derived from teenage sexual relationships. It would be inappropriate to discuss this problem with first graders. Yet one of the major problems is that the teenager should have, but does not have the awarenesses to appreciate the matter of emotional consequences. The question then becomes: "How do I help youngsters develop the background of understandings necessary to understand that there is more to interpersonal relationships than physically relating and that there are other categories of consequences than physical ones?"

The behaviors of young children not only offer the answer, but also suggest that at their level they need related understanding. The first grader pushed another child down to the ground in front of mutual friends. The second boy was not physically injured, but didn't want to come to school the next day. The explanation derived from discussing the matter was that the second child was embarrassed and ashamed to face the kids in school . . . etc. The first boy also was teased by his friends for bullying another person around. Discussing such problems can develop the sensitivity individuals and peer groups need to minimize exploitations and the abuse of others for personal gain, and appreciate emotional, social, intellectual and ethical behavior.

The problems of the 8th grader are similar in concept to those of the first grader, only the form they take varies.

Examining Conceptual Educational Requirements

The preceding sections suggested how various conceptual awarenesses may manifest themselves in the form of ideas which could be the basis for subject oriented units.

The basic underlying concepts however can be rearranged more efficiently in terms of the learner's needs to grow and mature and the learning process involved.

A child can study the police, strangers, teachers and parents and learn what these people do . . . or the child can study the fact that people affect other people using the above as examples. An appreciation for basic understandings and interrelationships of ideas is derived from the latter study and may be missed in the former approach. Efficiency in learning is a result.

The following information is presented to illustrate the different and more relevant arrangement that information may take when the needs of the learner becomes the organizing center. For interest "talking pages" will be used to place the reader in the position of being directly addressed by the thought processes and concerns of the children from whom the information was originally derived.

I. *Triad of Education Needs*

An analysis of dialogues engaging thousands of children indicates that like all generations of humanity, children seek to understand themselves, their environment and responsible decision making.[3]

A. An understanding of one's self naturally includes an examination of anatomy, physiology, emotions and attitude, growth and maturation, reproduction and creative potential, growth environments, prenatal and post-natal care, puberty, menopause, individuality—and much more.

B. An understanding of one's environment includes an appreciation of what and how factors can influence an individual.

1. An understanding of the influence of an individual upon himself would encompass the traditional units dealing with drives, desires, sexual feelings, masturbation, mental mechanisms and compensatory behaviors.

[3] Steven R. Homel and Thomas W. Evaul, *Needs Approach to Health Education*, Bala Cynwyd, Pennsylvania, Steven R. Homel, 1968.

2. An understanding of others and their effect upon the individual would automatically include family life, interpersonal relationships, dating behavior, pre-marital relationships, marriage, parenthood, homosexuality, strangers, social pressure and etc. These areas are all bound together by the same basic concepts from the point of view of the learner.
3. An understanding of the influence of things upon the individual involves a conceptual awareness of a process which is applied to many products such as pornography, diseases, pregnancy, labor, contraception, marriage vows and symbols and many thousands of others.
4. An understanding of the influence of events upon the individual ties together many apparently disassociated events such as graduation, first date marriage, birth, divorce, abortion and others.

C. The need to understand rational and irrational decisions cut across all behavioral areas in life.

II. *Distinguishing a Learner Organized Approach to Curriculum From a Subject Organized Approach in the Use of:*

A. The Total Person Concept as a frame of reference.
B. The learner as a valued source of educational experiences.
C. Induction learning—a dialogue centered learning.
D. Concepts which, from the learners point of view, interrelates what often are idenfied as separate subjects.

If one listens to the thoughts of children as stated or implied by their comments and other behavior, it becomes obvious that the youngsters have much to say about how information regarding their environment could best be arranged to satisfy their educational needs. Paraphrasing their comments into "talking pages" different aged children will say—

I AM AN INDIVIDUAL

I have physical, intellectual, emotional, social and spiritual characteristics. I may discuss teeth, heart, head, brain or anything else I am aware of as a kindergartner, or I may discuss secondary sexual characteristics in 5th or 6th grade because of current awareness and interest. All that I have really learned is that I still have five dimensions—this is the point to be stressed—it is basic to further understanding and behavior.

Because of the above five dimensions I have form and shape, support and protective mechanisms, growth and regulatory processes, interchange and communicative devices and creative potential.

I may talk about bones, personality or body measurements—they all give me form of some sort—if the total person is the frame of reference.

I may talk about antibodies, money, parents, love, security, marriage, education and a myriad of other areas—they all give me support or protection again as a total person.

I may make soiled linens, messy tables, grandmother happy, a photographer turn gray, a parent proud, a picture of a bird, a mobile out of paper and string, a little brother laugh, a story for school, a broken window, a person happy, a tutored friend self-confident, a child with a husband/wife, a successful moon landing, a community leader. I have potential as a total person. Not just a sexual or industrial potential. This is what I need to learn. Discussions of sexual behavior simply allow me to discover additional ways in which I can be creative.

I AM UNIQUE

In some ways I am like all persons, in some ways I am like some people and in some ways I am like no-one else at all. Yet, I grow up, so does everybody. I am growing very fast in first grade and can climb a rope ladder like some of the kids I know. I can climb higher than anyone else in my group. I am not better even though I have my own ways of being special. Everyone else is special in his own way also. I am physically maturing but I am special not because of my body proportions but because of me . . . doesn't any one understand that? I am a 6th grader or an adolescent. There are parallel soliloquies among my friends at all ages of growth and maturation.

PREVIOUS FACTORS HAVE INFLUENCED ME

My mommy, my puppy, my learning to hold a fork, to walk, to speak, to be polite, my birth, my mommy's eyes and daddy's nose. My food, my washing behind my ears, my personal hygiene. My heredity, my mommy before I was born, while I was in her 'tummy', my daddy's new job so we could have enough money to live, my glands, my height, my feelings, my friends, the nice policeman,

the tough teacher, the man who bothered my friends on the street. Because of all these things I have been growing physically, socially, emotionally, intellectually and spiritually. A lot of things help me grow, not just sex; I know grown-ups are learning to talk about sex, but I already know how to talk about it and I would really prefer to learn about me. Sex is just another part except for some of my friends who had some of their questions left unanswered and now wonder what is wrong and feel bad about their sexual characteristics because someone told them sex was dirty.

I CAN CREATE OR PRODUCE MANY THINGS

I can do this because I work with other people, play with them, get along with them, understand them, share with them, help them grow up, help them feel good about themselves, accept them for what they are just like I want them to accept me for what I am. It isn't just a matter of getting married to make a baby, or being nice to a date and not taking advantage of my date's needs to feel grown up or the fact that she or he thinks manhood or womanhood have to be proven. This is another application of simply relating effective and constructively with all people. I know adults are learning to see beyond sex, but I started off that way and if they don't confuse me when I am young they won't have to straighten me out when I am older.

MANY FACTORS INFLUENCE ME

My body influences me and so do my feelings. I am curious. Sometimes I wish I were older, or taller, or thinner, or blonde, or stronger, or tougher, or "smarter" or more skillful with words. I wish I could thow a ball better, dance, ride a bike, get along better, have more personality, be more popular and have people want me to be around. I am bored, think I have to prove my self and am unsure. I influence me—but I don't always know it or know how or why. If you are confused listening to me, imagine how I feel!

OTHER PEOPLE INFLUENCE ME

My family, the nextdoor neighbor, my teacher and the mailman, the stranger hanging around, the person I like, the President and the dropouts all affect me someway—physically or emotionally or socially or spiritually or intellectually. They may help me grow and become an individual and be special and be creative, or they may use me to help themselves do whatever they think they need to do. You can scare me about strangers and make me afraid of my shadow or you can teach me to be respectful of the rights of others, not speaking with strangers because I have not been introduced and might be intruding on their privacy. I could learn that some people haven't yet grown-up in their thinking and may confuse me by teaching me or showing me the wrong things, or you could teach me to get very emotional about homosexuals and have me wondering about things I don't really understand. I am 9 or 4 or 15. I am all ages of kids at once and it doesn't matter or at least it shouldn't because the principle is the same only the application varies.

Baby food, well balanced diets, food fads, and teenage hamburger hangouts. Baby soap, medicines to cover my mosquito bites and acne creams. Diaper rash, sore throats, ear aches, infected fingers and venereal disease. All affect me in five ways even if only physical results seem likely. You know, any part of the body can become ill, it is simply a matter of knowing some basic facts about illness, when to ask for help and that illness can spread. If you would teach me to understand colds and sore throats and chicken pox, I would automatically learn the basic concepts of veneral disease—that is if you want me to understand disease. If you want to use VD as a fear against sexual relationships, then that is another matter.

There are also drugs, accidents, finances, grooming aids and a host of other items which all influence me and my five dimensions. A lot of my friends never learned when they were discussing influences, that basically were all similar affecting five dimensions, and now some of them sounding quite intellectual believe they can have pure intellectual experiences, experiment with sex or drugs and not get involved and do other things for kicks. Boy did some one miss the boat with them.

FACTORS INFLUENCE ME FOR MANY REASONS

There are reasons why things and people and events can influence me. I wanted ice cream and so I screamed to get it. I got spanked instead. I don't scream for ice cream any more. I ask for it politely, and guess what? I get it—if it isn't too close to dinner time. Sometimes I do things to grow bigger, feel better, have more friends. Learn new things or learn to believe in God and understand why I do. There is this girl who lives next door. Her mother was hollering at her because she and her boyfriend were necking and were overly concerned with sex (whatever that is—I am 7). Later I heard the girl crying in her room that nobody loves her, except the boy her mother

was angry about. What's wrong with her mother, doesn't she want her daughter to be loved?

I do things for a lot of reasons. Sometimes because I want to be an individual, sometimes because I want to grow and mature and sometimes because it will help me be creative and special. Some think I like riding my bike and doing dangerous things. I don't really, I get hurt when I fall. But my friends think I am keen. I don't mind getting hurt. Some think I like clowning around in class. I don't really, especialy when the teacher punishes me. But my friends think I am great and cool. I don't mind getting punished. I like being great and cool.

Some think I like having sexual relationships. I don't really know what that means because my feelings that should respond don't yet, and the boy doesn't give me time. Anyway he likes me and says I am super special. I don't mind having sexual relationships. No one else says I am super special. I'm 14.

I'm 15 and I don't want to have sexual relationships, they're too special and anyway I have a lot of friends who like me for who I am, my folks taught me that. I don't mind waiting to have sexual relationships as something special to be shared in marriage. I am not afraid to say no. People like me for me.

I like to smoke. What is that about disease? Not me. I am different! I am 14. Sometimes I do things because others make me and sometimes I am in the wrong place at the wrong time. I am all ages and wrestling with myself. I am a kid, no I am a grown-up—Oh—I'm not sure who I am. In any event I have to learn that the things which affect me affect all of me. I have to understand my reasons for doing things and also I have to understand to learn enongh about me and my world to be able to control what I do. I don't find this easy, people keep telling me what to think instead of teaching me how. Also people want me to learn about their problems instead of the understandings which will allow me to avoid their problems.

I CAN MAKE DECISIONS

I can make a lot of decisions. I was so much in a hurry to get my ball from the street I almost got hit by the car. I was so much in a hurry to dive into the pool I almost slipped on the ladder. I was so much in a hurry for immediate popularity I almost forgot that what I will think of myself when I have the ability to think may not be good. I was so much in a hurry to live today I forgot it was also the building block of tomorrow. I was so much in a hurry to use logic, I became irrational doing so. I am still a kid, I wish the folks wouldn't forget even when I do.

Unit Summary

The accumulation of more information about the process of learning, the commonality of subject matter suggested by the interrelationships generated by conceptual analyses of subject material, and curricular modification practices all suggest a trend with which educators may identify. The trend is helping youngsters learn to understand themselves and their world focusing upon a subject, career or subdivision of humanity for study as isolated entities for the sake of knowing that subject.

One would do well to study containers using cups or whatever to derive a conceptual awareness of containers and their characteristics and functions. Then one might benefit from studying the process of making cups because of a specific interest in this application following the study of containers.

With respect to the title of this manual, when the health behavioral area known as sexual behavior is studied from the learner's perspective, using children of all ages and backgrounds to derive an overview of the educational challenge at hand, it becomes obvious that the subject isn't sex at all. It is the study of humanity. Man who has many characteristics, attitudes and behaviors including those which a confused adult population has disproportionately emphasized and calls "sex" with all of its connotations.

When the basic subject of humanity is not taught, rehabilitative education is required for those dimensions omitted from the initial study. Depending on how the unstudied componets of humanity have through ignorance and boasting of knowledge, which one actually doesn't have, become exploded into the bizarre and sensational, then various types of remedial education are required.

Helping the young child learn, defusing the time bomb of adolescence, dealing with the misconceptions of young parenthood, removing the sensational foci of an older population all involve different types of educational programs. Yet each of the programs is the same in that it best builds upon the concerns of the student leading to a broader understanding of his problem and then relating it to an understanding of humanity using the total person approach and inductive teaching techniques.

Since a good deal of a community's behavior is geared to compensate for problems previously experienced, or education previously omitted, it would seem logical that the amount of compensatory behavior required becomes less when the deficiencies being compensated for no longer exist.

The needs of children, however, are simple, uncluttered and therefore challenging. While it is unlikely that there ever will be a final conclusion regarding the most effective form of education, because the student constantly changes becoming more sophisticated and his environment constantly changes becoming more challenging, the utilization of the suggestions above for designing the structure of curricula, do represent a starting point for relevant, meaningful and appropriate education suited to the needs of those being educated rather than the needs of those who are teaching; or those with problems.

Unit VI

Program Development, Implementation and Evaluation

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Program Development, Implementation and Evaluation

Introduction

There are essentially four categories of programs which surround health behavior education.

The **first type** of program is one of *need for awareness.* Such programs are initiated through the concerns of responsible individuals in the community and while in the beginning they may be based on bias or misconception they do serve to highlight the educational weaknesses and needs of the learner.

A **second type** of program includes all *in-service,* adult education or other such programs, seminars and etc. geared toward developing objectivity in those who work with children. These programs grow out of the observations made during the awareness meetings listed above and must come before parents, teachers or any other professional attempts to implement formal or informal education for youngsters. Persons should be able to think objectively as individuals before attempting to think objectively as professionals. This program defines the learner, educator and related matters. Even deciding that children should not be given any form of sex education would require this level of knowledge.

A **third type** of program includes *all activities* designed to enable the multidisciplinary team (home, school, church, health professionals, etc.) to develop the background of information and skills necessary to design, develop, implement and evaluate programs for children. Such programs require the gradual opportunity under a tutorial plan to enable personnel to gradually implement their skills in the health behavior area.

The **fourth type** of program is *aimed at the learner* and represents the scope and sequences of learning activities related to health behavior, education, method of evaluation and other matters of implementation.

While much information about the content of each of the above four programs has been implied elsewhere in this manual, clarity requires repetition and emphasis of some key points.

Prior to involvement in the steps for program development, implementation and evaluation found

in this unit, it is suggested that a review be completed of the policy endorsed by the State Board of Education for sex education in public schools of Pennsylvania.[4]

Steps in Program Development

Leadership

For the many reasons discussed in Section I, various persons from the community may be interested in exploring sex education, or any other health or behavioral education matter. The interest of such individuals, together with personal objectivity and leadership ability, may make them the ideal person to initiate awareness programs. It may be that the initially interested person may have sound reasons for concern, but personally be unequipped to assume the leadership role. The initial leadership role is one of developing an awareness or exploratory type of meeting. These same individuals may or may not be suited to or be interested in participating in what ever may come out of the original meetings.

The leadership may be derived from any discipline, profession, institution or organization dealing with the child. Often the PTA and its concern over the changing educational needs of the children can effectively initiate leadership responsibilities in exploring such programs.

While trying to draw a large audience for awareness meetings one must be careful not to use program titles or publicity statements which are sensational and create problems which may become linked to the objectives of the program. With regard to sex education one of the best titles for exploratory meetings is "Making sense out of sex education." It is invalid to imply that the school is or is not planning to institute any programs dealing with sex education before the parents and other responsible community members have defined sex education from the perspective of the learner and decided, if in their judgment, the development of such programs is indicated, considering the overall relationship of the community to its children.

Ideally, members from the following disciplines should be engaged as members of a committee whose task it would be to serve as liaison with the community encouraging as large and as representative a turn out at awareness meetings as possible.

- School board members
- School administration
- Curriculum coordinators
- K-12 teaching staff (regardless of discipline)
- Medical — nursing — public health services
- Guidance — counseling — social work services
- Law enforcement — particularly juvenile services
- Clergy (all faiths)
- Youth serving agencies
- Library and media sciences
- Mass media

A special note may be useful at this point about children on advisory panels. Many recognize that a youngster's needs serve as the logical basis for educational program development. While comments which the youngsters may make reflect their awareness that they have needs, often the children cannot identify what they are, and become lost in intellectual discussions for which they are not prepared. It is important that the comments of youngsters be gathered through youth panels, that these be interpreted and placed into perspective by someone quite familiar with growth and maturation and the learning process of youth as well as the nature of the adolescent behavior. The information then placed into perspective can be fed into the planning of the advisory committees involved.

From this multidisciplinary committee, under the chairmanship of the individual assuming leadership, can come the encouragement and directives leading to the initial awareness meeting. Some of these same people may further remain involved in exploring program design, development or implementation, if it seems appropriate to the community to proceed further and these people desire to remain involved.

Awareness Meeting

A. *Comments*

The following outline may serve as a logical basis for designing the format of the awareness meetings. The meeting may be completed in 1-2 hours or require division into a number of sessions because of the desire of the community to explore some of the topics in depth. The objective for the meeting should not be to teach the community a subject, for example sex education, or train the community in educational techniques, or teach about childhood and adolescent growth and maturation, but rather to make the com-

[4] Bureau of General and Academic Education, *Guidelines for Sex Education in Public Schools of Pennsylvania*, Pennsylvania Department of Education, Harrisburg, Pennsylvania, 1969.

munity aware of the nature of sex education as overviewed in this manual.

B. *Program outline*

Develop an awareness of:

Usually stated reasons for sex education.

Rationale for these reasons.

Etiology of the behavioral problems mentioned; identifying emotional, social, intellectual, value based and physical components.

Contrast between problem oriented education and learner oriented education.

Contrast between therapeutic, rehabilitative and preventive types of educational programs.

Topics conceived as part of sex education.

Concepts which underly the topic.

Difference between adult application of concepts in the form of sex education, and the form which the application of the same concepts would take for children.

Questions which children ask.

Educational needs children have regarding individual sex behavior.

Learner oriented approaches to analyzing educational needs.

Total Person Concept.

Attitude development.

Relationship between motivation, behavior and the consequences of behavior.

Entry behavior and how it affects the response of children to their own questions.

How the Total Person Concept, developed in advance of answering questions, brings out the basis for law, ethics, morality, values and etc.

Needs of children to grow and mature as total persons and the capabilities to do so.

Nature of programs dictated by the stage of growth and tangents taken in life.

Use of language, sensitivity for the thought, and feelings of others, readiness to learn, various types of learning environments based upon the growth and maturation of children/adolescents.

The relationship of the school to the home as an educational resource.

The subject is not really sex education for youngsters, but rather a matter of understanding self as a total person, the environment one grows in and how to responsibly make decisions based upon the value and dignity of man.

C. *Outcome*

It is quite probable that after such a program those who attended will feel quite overwhelmed by the obvious misconceptions many had in expecting to hear the program leader describe how the school was planning to show inappropriate films to children or prematurely or inappropriately describe sexual techniques or situation ethics. Some may even be embarrassed that they allowed themselves to be misled and emotionally exploited by the sensational tactics of the door to door campaigners who suggest that sex education will rob youngsters of values and moral behavior.[5]

At this point the majority of persons may conclude that a broad adult education program for parents and teachers alike is indicated and some may move to develop a committee to explore this interest.

The committee should have the same broad representation and skillful leadership as that mentioned above. It could be the same committee.

Programs for Adult Education

Programs for adults strive, often prematurely, to develop curriculum, materials or formats for educational programs for children before many of the adults involved feel comfortable with their knowledge of children, learning and the related issues involved. It is not necessary that every adult in the community have the depth of background in child development, behavior, learning process, educational techniques and etc. It is valuable, however, that the community's adult leadership share a common background of general understanding often lacking because of the different levels of education and different types of education represented by the persons in a given community.

Special combinations of human characteristics, attitudes and behaviors, known as sexual, may be studied as a unit by adults who never explored these same characteristics from the perspective of humanity as a total person during past educational experiences.

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[5] Walter Goodman, "Controversy Over Sex Education: What Our Children Stand to Lose," *Redbook Magazine*, 133:78-9+, September, 1969.

Frequently audiovisual materials may be necessary and a few even undesirable for student education. However, they all serve well to enable adults to develop the broad background which they need to understand children and the problems of children. Information previously noted regarding the use of audiovisuals for children applies to all learners.

Programs to Train Personnel

A. *Comments*

It would be unwise to expect those who may peripherally have studied the material offered in the above programs to become instant experts and be instantly prepared to direct the activities of a school. It is expected that an informed community selects wise educational leadership and has enough confidence in this leadership to respect its judgment and support its goals. This does not remove the obligation of the school to inform the community of their goals and activities and to review changes in policy and practice with the community. The former and latter represent the give and take of mutual respect between those sending children to school asking for assistance in the education of their children, and those offering to serve the home in educating the children.

B. *Scope*

The scope of a program useful to train personnel to develop, implement and evaluate a program in human behavior should consist of:

- Identification of educational needs of children by topic and by concept.
- Development of a curriculum scope based upon conceptual educational needs.
- Examining the experiences of the student for applications of the basic concepts mentioned.

  For example: people can influence me . . . a concept. mommy can influence me . . . preschool application. The crossguard can influence me . . . K application. My date can influence me . . . 8th grade application.

  One is not studying how to be a mommy or how to be a crossing guard or how to select a date. All examples are used to study how one can be influenced by others.
- Examining the current curriculum of the school system and current activities of the environment to identify those activities which are applications of the conceptual educational needs of children.
- Using the programs offering activities to define the curricular opportunities to teach a given concept (whether it applies to sex or any other behavior).
- Identifying therefore the teachers who to varying degrees can primarily develop or serve to reinforce or supplement basic concepts.
- Establish rationale and premises supporting curriculum.
- Developing a conceptual curriculum.
- Developing pupil learning experiences.
- Establishing required entry behavior.
- Defining the behavioral objectives.
- Reviewing available references and resources including audiovisuals.
- Defining the entry behavior required for their use.
- Developing a format for evaluating the use of such materials.
- Providing for community review of those materials selected as appropriate by educators.
- Using other behavioral principles and educational techniques as a frame of reference in program development including:

  Methods for keeping personal opinion, values out of the learning process of someone else's child.

  Methods for enabling the child to discover the basis for law, values and morals, based on the need to grow and mature.

  Methods for cutting through masquerades.

  Attention span, capacities to understand and program design.
- Adapting for the special educational needs of the advanced or slowed learner.

C. *Outcome*

By this time involved persons should have a thorough knowledge of why they are doing what they are planning to do, and are prepared to do it objectively to satisfy the educational needs of the learner.

Implementing a Program for Children

A. *Comments*

Plan to record all activities for law review. Recordings will enable the teacher to develop efficiency in delineating concepts, develop further skill in inductive process, pick-up implications in students' comments or teachers' comments passed over during the class sessions, share experiences with other interested adults, evaluate the relevancy of the program, modify curriculum and evaluate teacher, teaching, student and program.

B. *A Place to Start*

One can implement new programs dealing with human behavior using the format of existing programs such as biology, health and physical education, social studies, problems of democracy, home economics, etc. as a means for studying the total person; or in the absence of existing curricular opportunities to do this, a new special program in human growth and maturation can be defined and implemented. The selection of grade levels at which to do either of the above, however, offers some debate.

The debate exists because many discovering the true significance and meaning of what was originally explored because of an interest in sex education, often want to start everywhere at once.

The grade level selected is obviously a function of staff who feel comfortable working with human behavior and/or the availability of selected coordinators or specialists.

Given that sufficient teachers were available for use only in limited grade levels the following types of choices would exist:

- Start at kindergarten and work up.
- Start at 12th grade and work back.
- Start at 5-6th grade and work in both directions.

1. From K on up:

   There is no question that a topic labeled sex education would be inappropriate for children in kindergarten or even elementary and junior high school children. It may be useful in 12th grade as a part of the process of defusing the "time bomb" of adolescence. The concepts which deal with understanding self, getting along with others, personal care, growing up in families, etc. certainly have their applications in the experiences of the 5-6 year-old.

   However, the amount of time which would have to pass before the information would enable the kindergartner to function in the adult world is 6-8 years. In terms of the immediate needs of older children who must make certain behavioral decisions now, starting at this level is less effective in altering adolescent attitude and behavioral patterns.

2. From Grade 12 down:

   There is no question that the current 12th grader is faced with the challenge to make critical behavioral decisions whether they be related to career determinations, personal relationships, marriage, recreational practices or psychological diversions using drugs and other kicks. A good program in child growth and maturation is of infinite value for this age adolescent.

   The educational skills required to deal with the masquerade of adolescence and the time required to undo the influences of environment on the adolescent are such as to be too great for staff implementing new skills in the behavioral educational fields. If persons are available who can deal with the adolescent effectively, then this grade level would benefit from the earliest implementations of programs. If the staff available is limited, it would be well to concentrate on those about to enter adolescence, using any remaining staff time and skill to relate to the older children.

   One should keep in mind that the older adolescent is often eager to make decisions which would affect his life before he may have had an opportunity to define himself and what or how things influence him. The teacher is confronted with developing the three areas of behavioral understanding all at once.

3. From grade 5-6 up and down:

   The average child in these grades is well aware of the behaviors of society and those expected of him in junior high school. Helping such youngsters develop a realistic self image, and awareness of total person growth and behavior, is vital and immediately rewarding, as one can break the chain of peer group pressures

passed down to younger children and make more constructive the human transition known as adolescence.

C. *Key stages in program implementation*

Record comments of children: analyze same for apparent vs real meanings. Record the first 100 behaviors of the children to be worked with. List apparent motivations. The behaviors will differ from a list prepared by another teacher in another setting, but the list of motivations will be almost the same. Study this with colleagues. In preparing the list of motivations, ask why the behavior took place, keep asking why until no other asking of why seems possible or reasonable.

Develop the Total Person Concept with the class of youngsters using their behaviors, comments, incidental experiences and the usual activities of the classroom to do this. Being able to develop Total Person Concept is a prerequisite to discussing any human behavior. If one cannot define the human it is illogical to anticipate a logical discussion of what the human does and the consequences of the behavior to the human.

List opportunities to develop the learner oriented concepts suggested on the talking pages in Unit V.

Allow youngsters to ask questions. Study questions and develop a list of underlying basic concerns and the concepts to which they relate.

Engage an entire class (80-200 or 300) in large group discussions for the peer group attitude modifying effect such a discussion may have. Remember that no one else has access to the peer group. When the children begin to discuss growth and maturation and questions about behavior or personal hygiene, feel free to discuss in mixed groups all information about anything which is shared and reserve for separate discussions those questions which apply only to girls or boys.

If in some communities some have been taught that all matters of growing up belong to unmixed class discussions, then start with such discussions helping the youngtsers and adults discover the illogic of such attitudes.

By starting with large group discussions, then proceeding to discussions with all of the boys and all of the girls of a particular grade level, then speaking with small classroom size groups of children, a staff can quickly discover the educational needs and confusion in knowledge, attitudes and practices of the children and what they think is expected of them. The recorded material from such discussions can be used to further modify the educational programs for children and personnel.

The behavioral objectives of introductory programs should be defined in terms of what the student will learn and what the teacher and community will learn. The talking pages of Unit V might well serve to suggest some behavioral objectives. There are those related to:

- Self image
- Self concept
- Awareness of influences and modus operandi of same
- Sensitivity to others and their feelings
- Selection of language
- Nonverbal reflections of attitudes, etc.

Analyzing commercially available materials by asking some of the following questions:

- What is the content?
- What are the implied concepts?
- What individual age and entry behavior is required of the observer (in advance) to appreciate each concept, to benefit each concept.
- How could an individual possibly interpret this material?
- What pre-discussion and follow-up discussion would be required? Is the time and are the personnel available?
- What educational and media techniques are involved?
- Is the content relevant for the learner?
- What is the entry behavior required of the teacher to use the material?
- Is the material needed?
- Does the material build on a topic or on the learner?
- Is the Total Person Concept obviously a frame of reference?
- Does the material relate to the needs of youth or try to justify the fixations of adults?
- Is the material derived from the educational needs of youth or the educational deficiencies?
- Does the material have sufficient internal programming to be able to stand alone without a teacher if the latter were not available?

- Is the material interesting because of its content or because of the technology employed in the presentation of the content?

As long as education is aimed at the human, and not simply the biologic or intellectual components of the human, it will require a human to serve as the prime motivational influence of learning and to demonstrate the relevancy of knowledge. Media simply serves as a resource for the teacher.

Evaluating Responses During Program Implementation

The entry behavior of the individual, whether adult or child, determines how he will react to any of the above types of educational programs or any of their components.

If an individual has grown seeing himself as a total person, allowed to develop an understanding about himself in this light, he may feel more comfortable discussing the many characteristics of man never losing perspective and recognizing that an out-of-context dialogue among adults is obviously not the context in which related ideas should be discussed with children. Those who were taught to think that some human characteristics or behaviors were not for discussion, or were something for which people should have shame or feel guilty, or had other experiences in their lifetime which displaced information about sex into spheres of emotionalism and lack of understanding, will obviously react differently.

There are reactions to be expected from children depending upon their age, their sex, the attitudes and impressions derived from their total environment, their peer group pressures, the images and masquerades they currently identify with as a function of their stage of development and the many other factors which add up to entry behavior.

The pre-school child is objectively interested in his world and does well when his observations and questions are explained simply, relevantly and preferably inductively.

The elementary school child has begun to absorb some of the attitudes of his environment and may hesitate asking some adults questions because of their reactions. The false concept of latency describes this. The discrepancy between ages of maturity for boys and girls affects whether their interests are objective or subjective through the early adolescent years of 11-15.

The attitude and mixed emotions of environment, teachings by example and directives of adults may make a child feel that it is wrong to want to understand or that he is normal because of unique characteristics. On the contrary, a home environment or culture which encourages social activities, dating, steady dating and the like before the age of 12-14 may have youngsters prematurely curious about details of personal relationships and intellectualizing about concepts which require emotional and value based maturity for understanding. Sometimes the vicarious relationships of parents and children have the parents enjoying disproportionately the activities of their children. It is not uncommon to find a child all socialized out by the time he or she reaches mid teens.

Such a person sometimes seeks companionship in dates but can not realize the friendship because they do not know unconsciously if they are on the date or if their parent is. The locker room talk may have led youngsters to boasting about behaviors which they do not engage in to the point where peer groups believe the talk even though individuals in the group know it is false.

Therefore, if one answers the questions the above types of youngsters may ask about people (their growth, personal care, dating, sexual attitudes, kicks, drugs and the like), before defining people and before developing a sensitivity for language, attitude, covering up and the like, a pattern of behavior may develop which resembles many adults at parties and pool rooms.

On the other hand, when the Total Person Concept is developed, and the other components of class interaction are developed in response to the needs of the children to understand the response to the same questions is more mature, sophisticated and reflects more insight than that of the majority of adults.

When 12th graders first are allowed to ask questions about their concerns a game is played until their behavior can be unwrapped with group dynamics and other educational approaches to cut through the masquerade. This could take a few hours over a number of weeks. When the same 12th graders are allowed to observe the dialogue of 6th graders, the 12th grade behaviors change immediately. The matter of student reaction and its interpretation is really a topic for a separate manual. The above comments should be sufficient to make it obvious that an understanding of total person growth and maturity is necessary before one can plan educational programs about people for people.

At the risk of being redundant, there are many pitfalls into which one could fall in the sincere interest of trying to develop education responsive to the needs of today's children. While each of the following comments could result in misfortunate misunderstandings about any behavioral program, it is of course possible that oversight related to any one of the comments may cause no reaction at all.

The following considerations should receive honest and sincere attention in the development of human growth and maturation programs.

44 Factors for Consideration

1. Define what the community is discussing and allowing inuendo to imply what is not in the minds of those exploring the subject.
2. Explore first the biases, prejudices and concerns of those reacting either favorably or negatively to the study of this subject and the responsibility which the community has in this educational area.
3. Use initial group discussions in an inductive manner drawing upon the experiences of the audience to develop the understandings prerequisite to rational and logical analysis of the subject.
4. Recognize that no individual can think objectively as a professional before he can think objectively as an individual.
5. Recognize that no training heretofore automatically qualified any professional in the area of sex education; but rather the combination of experience with young people has accidentally prepared many to serve in the capacity of teacher.
6. Realize that the initial reactions of the individual are a function of their individual experiences and that time is required for attitudes to change.
7. Evolve from biased reasons for concern and emotionalism to an approach to studying the subject based upon:
   - the growth and maturation of children/ environment in which this occurs
   - the environmental factors to which they are exposed
   - the effect these factors already have their attitudes and behaviors
   - the needs and capacities of young people
8. Demonstrate the discrepancies between what young people are supposed to believe based upon current images and what they do think and do when their inner feelings are brought to the surface.
9. Recognize and utilize the differences between individual learning needs and those based upon group growth, maturation and behavior.
10. Provide initial discussion opportunities for the interested families of the community whose children would be the recipients of sex education.
11. Recognize and appreciate that the home has initial responsibility for self awareness, human growth and maturation education and that the school is the resource to the home.
12. Recognize that poorly defined and refined definitions of parenthood might make many feel rejected, challenged or anxious that their prerogatives were being taken away by schools planning sex education.
13. Recognize that there are a group of individuals who will read this seeking anything which could conceivably be manipulated in order to generate false concepts of the objectives in communities approaching sex education. This allows such individuals to disrupt meetings for the sake of doing so, almost never contributing constructive information required to handle the needs of children. Personal attention and glamor can thus be achieved, and other ulterior goals are closer to attainment.
14. Recognize the psychologic affect of coupling used by linking those related to programes exploring sex education with other forces known or suspected of being geared to undermining the structure of the country.
15. Recognize the probable stage of community awareness by its reactions.
16. Recognize that staff of all disciplines and from all professions are required for effective programs in human growth and maturation.
17. Recognize that such staff may react because of uncertainty or insecurity to the possibility of having to teach a subject which as youngsters they were taught was taboo.
18. Recognize that the least important requirement for programming is the curriculum or audiovisual materials in spite of the tradi-

tional approach to seeking these elements first.

19. Recognize that in no other area is there a greater need for excellent teaching skills and mature judgment.
20. Recognize that such qualifications are not a function of marriage, parenthood or age, but are more likely a function of an individual who had had the benefit of exposure to a great deal of experience with children and the study of them.
21. Recognize that while the subject of sex education, titled as such, may serve well to get the ball rolling in the direction of study and planning and staff development, that ultimately this title and organization of material is inappropriate for the children.
22. Recognize the significance of the "Needs Approach" to this area of understanding.
23. Provide gradual and continued staff development, program developing personal background of information, expanding required teaching skills and gradually challenging staff to slowly work with concepts of behavior using the usual daily classroom experiences to accomplish this.
24. Provide a continued source of leadership for staff developing new skills.
25. Recognize that no single discipline, grade level or setting is singly responsible for presenting the concepts underlying sex education.
26. Recognize the significance of entry behavior particularly in relationship to the use of audiovisual materials.
27. Recognize that audiovisual materials are of secondary importance and that their use may be immaterial, superfluous, misleading, and create more problems than they solve.
28. Recognize that sensationalism does not imply constructive programming.
29. Recognize that because as adults one can finally discuss out loud sexual behavior and use proper terminology, without blushing, is no excuse for encouraging the youngsters to do the same.
30. Recognize the success of any program is a function of the numbers of persons who understand its background, understand its goals and objectives, can support its implementation and through their own fields reinforce its concepts.
31. (a) Recognize that adult education will help the current generation of parents feel more comfortable with the subject because at home they can constructively relate to their children and not worry that their youngster's knowledge may exceed their own and also not worry that the concepts being discussed will conflict with their own values and beliefs. Ignorance breeds mistrust.

    (b) Recognize that the next generation of parents are in senior high school and college and one must provide constructive programs at this level.
32. Recognize that an awareness of self can be achieved through training and that one cannot achieve personal growth by tearing people apart.
33. Recognize that four-letter words are inappropriate for use with children who seek another method for expressing themselves when their environment does not ridicule them for trying.
34. Recognize that adults do not have to become children to help children become adults.
35. Recognize that a turnover of professional personnel and parent population requires repeated orientation programs and repeated series of adult education programs and in-service programs for the turnover population who bring their misconceptions with them from previous communities.
36. Recognize the use of behavioral objectives in evaluating the effectiveness of programming.
37. Recognize that members of the press and other media, with all good intentions, unconsciously couple facts about the community's exploration of sex education with cliche expressions which are misleading or unconsciously sensational and may cause problems which do not exist.
38. Recognize that in news reporting nothing of informational value which would help a community learn can be offered in a 3-minute news spot. That the community can be told its schools are exploring sex education is a fact. That they learn anything about this exploration or its directions is an improbability.
39. Recognize that mass media can be used constructively and encourage its use in adult education.

40. Recognize that various communities have somewhat different needs regarding the educational problems they face.
41. Recognize that the ultimate goal of program development should be the capability of the school and community to draw upon its resources to implement its own program.
42. Recognize the difference between dealing with gaps in previous generations' education and preventing gaps in this generation's learning.
43. Recognize that one cannot legislate, mandate or otherwise direct a change in attitude and performance if the changes are to be implemented by the individuals who are expected to change. People have to do things because they recognize the need, are aware of their capacity, have the training required for self-confidence, the opportunity to analyze their efforts and the opportunity to implement their potential and the support of those to whom they relate or for whom they serve.
44. Recognize the difference between experimental programs and pilot programs which represent the initial phase of implementation of programs previously shown through experiments to be of value.

Conclusion

The ultimate success of any program is really a function of the individual interrelating with the learner, all other factors serve as contributory or facilitating components of the educational process or environment. Even if there were no other behavioral outcomes from education about self and the associated discussions in class, the fact that youngsters are permitted to responsibly and maturely discuss the concepts, which they later will discover apply to many areas of understanding including a study of human sexual characteristics, must constructively affect the group attitude about this dimension of humanity.

While most desire to participate in programs designed to use understanding about subjects to enable students to understand themselves as total persons of many dimensions, there are some who, for reasons previously stated, would rather not and best not be recruited to actively participate in program implementation. Of course all persons do affect the attitudes of children whether they plan to or not.

It must be kept in mind that attitudes cannot be mandated or legislated but must be the result of changing awareness, new understandings and deeper insights. Many of the behavioral problems must become dissipated by the dignity and pride one can take first in being human and second in being a particular variety of human.

One of the significant reasons for health problems and behavioral problems is the orientation of the study and treatment of such problems: the human biologic system. The absence of the total person as the frame of reference on any analytical grid, and the absence of individuals who feel comfortable with the challenge to help children and youth understand themselves are contributing factors. Giving a lecture on disease or preaching various truths is simple. A machine can be programmed to do this. Helping a youngster discover reasons for wanting to develop his potential and offering the environmental opportunities for this to occur takes people.

Can the individual and not subjects be promoted as the organizing center for education?

The challenge is tremendous, the opportunities fascinating, and the task requires all of the educational skills and understanding about people available.

Paraphrasing the comments derived from children . . .

> As an individual I have physical, emotional, social, spiritual, and intellectual dimensions.
> I need to grow and mature.
> I need to become an individual, unique, meaningful and realize my potential, discovering all that I can become and find my place.
> For their own reasons some people look at me and see style of hair, color, sex, drugs or whatever.
> Thank you for looking at me and seeing me, encouraging my potential and strengths.
> I do have the capacity to "become" if people like yourself will let me.

Long before this generation of children began to grow, and long before they became restless with the weakness of man in comparison with the technological strength of the modern world, another writer . . . Kahlil Gibran wrote in *The Prophet* . . .

> *"Your children are not your children.*
> *They are the sons and daughters of Life's longing for itself.*
> *They come through you but not from you,*
> *And though they are with you yet they belong not to you.*

You may give them your love but not your thoughts.
For they have their own thoughts.
You may house their bodies but not their souls,
For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.
You may strive to be like them, but seek not to make them like you.
For life goes not backward nor tarries with yesterday.
You are the bows from which your children as living arrows are sent forth.
The archer sees the mark upon the path of the infinite, and He bends you with His might that His arrows may go swift and far.
Let your bending in the Archer's hand be for gladness;
For even as He loves the arrow that flies so He loves also the bow that is stable."

The challenge is simple: to help the arrow discover of what he is constructed, from where he came and where he can be going, avoiding in the process factors which could negatively affect his flight;

To help the arrow realize that targets are far in the distance and often clouded over and perhaps inapparent suggesting that the flight may be without meaning;

To help the bow realize that arrows do not belong in the quiver and that the mark of a bow is reflected in how well the target is hit, not how the arrow is notched or how many remain unfired; and

To help the bow realize that an arrow in flight often is so busy stabilizing itself that it does not always have or take the time to turn around and say, "Thank you, bow, for shooting me off."

The nature of the programs suggested herein are more relevant for the learner than any entitled sex education or drug abuse and require an infinite faith in people, their similar needs to be special and their capacity to achieve when allowed.

It could be that sexual fixations, drugs and other influences will have a significant influence in the lives of today's youth, or it could be that you will have the greater influence by helping a child see beyond these fixations and discover as much as any human can, who he is and what he might become.

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